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ABSTRACT

These classroom guides, designed to accompany the daily CNN (Cable News Network) Newsroom broadcasts for the month of July 2000, provide program rundowns, suggestions for class activities and discussion, student handouts, and a list of related news terms. Top stories include: Mexican voters go to polls in a landmark election (July 3); Mexico's newly-elected president outlines an ambitious agenda, President Clinton announces a three-way Mideast summit, and violence surrounds an upcoming Protestant march in Northern Ireland (July 5-7); Camp David provides an ideal setting for the upcoming Mideast summit, Israel's President Barak meets with Egypt's President Mubarak, peace talks between Israel and Palestine begin at Camp David, Mideast leaders conclude their second day of meetings at Camp David, and the U.S. and Vietnam announce a major trade deal (July 10-14); John Kennedy, Jr. Legacy, tobacco companies are expected to appeal the verdict against them in Florida, Mideast peace talks at Camp David intensify as their close draws near, consumer groups want government regulation of foods with herbal additives, and Okinawa hosts the G8 Summit (July 17-21); G-8 nations hold their annual summit on Okinawa, how U.S. presidential candidates choose running mates, an Air France concorde crashes near Paris, Cubans celebrate the start of the Cuban Revolution, and Napster is shut down by a federal judge (July 24-28); and protests greet Republicans gathered for the party's convention (July 31). (AEF)

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# CNN Newsroom Classroom Guides
# July 2000

By Turner Learning, Inc.

IR020273

M. Stevens

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# CNN NEWSROOM Guide

July 3, 2000

Teachers, don't forget: There will be no program and no Daily Guide tomorrow, in observance of Independence Day in the U.S.

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:30... 01:30

TODAY'S NEWS ... 01:00...02:30

Top Story ... 04:10...06:40
Turnout is heavy as Mexican voters go to the polls in a landmark election.

In the Headlines ... 02:20...09:00
Washington's monuments may be easy targets for terrorists.

DAILY DESK ... 01:05...10:05

Environment Desk ... 01:40...11:45
Scientists predict a 5-10 degree rise in global temperatures by the end of this century.

WORLDVIEW ... 00:40...12:25

Top of the World ... 01:20...13:45
A music festival turns deadly in Denmark.

Egypt "Lost Cities" ... 02:45...16:30
Archaeologists discover ancient "Lost Cities" off the coast of Egypt.

Around the World ... 03:00...19:30
Twelve students share the voyage of a lifetime aboard the Half Moon.

Political Front ... 04:00...23:30
A symbolic walk underscores a call for an apology to Aborigines.

NEWS CHRONICLE ... 01:20...24:50

Gettysburg Tower ... 02:20...27:10
Government officials plan to destroy the Gettysburg Tower.

CNN NEWSROOM CLOSE ... 00:50... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story: Mexico Elections

1.Who are Mexican election officials projecting as the winner of the country's presidential race? With what party is he affiliated? Explain why this weekend's elections in Mexico are "historic." What party has governed Mexico throughout its democratic history? Why did so many turn out to vote in these most recent elections? Who is Ernesto Zedillo? What has his role been in the "democratization" of Mexico?

2.Who has governed Mexico City since the process of democratization began in 1994? What party does he represent? Who is Vicente Fox? What kind of approach does he want to take to government? What charge has the Mayor of Mexico City leveled against him? Which candidate has aligned himself with the country's poor and indigenous people? What is alternation? How could alternation change the political face of Mexico?

3.Use this opportunity to introduce your students to Mexico's political system. Have students conduct research to learn more about Mexico's form of government and its recent political history under the PRI. Share student findings in class discussion. Refer back to the video and discuss the issues that were on the minds of Mexican voters as they went to the polls. Discuss the attempts that have been made to deal with Mexico's political corruption. How might the political stronghold of the PRI contributed to the corrupt nature of Mexican politics? Do students think the politics of alternation will help to rid Mexico of corruption or make it worse? Discuss.

4.Voting in Mexico is compulsory, that is, every eligible voter must vote. Although this is seldom enforced, it is an obligation taken very seriously by millions of Mexican citizens. Voting is compulsory in several countries, and the result is high voter turnout. Have students conduct research to find out what percentage of eligible voters turned out for the last presidential election in the United States, and share their findings. What do students think should be done to improve this statistic? Is compulsory voting the answer? Have each student write an opinion paper either supporting or rejecting compulsory voting as a remedy to low voter turnout in the U.S.

LINKS:
http://www.cnn.com/2000/WORLD/americas/07/02/mexico.elections.03/index.html
http://www.theodora.com/wfb/mexico_government.html

http://www.georgetown.edu/LatAmerPolitical/Parties/Resumen/Mexico/desc.html

**In the Headlines: Monument Security**

**1.According to the National Park Service, what are some of the national monuments that could be easy targets for terrorists? What does the National Park Service's report cite as the primary problem facing the protection of these national monuments? What other issues does the report cite? How much money is needed to address these problems? Do you think this is a reasonable request? Why or why not?**

**2.How has security been tightened in Washington D.C. in recent years? According to Ambassador Paul Bremer, Chair of the National Commission on Terrorism, why do Americans need to accept a certain level of vulnerability? Do you agree or disagree with him? Explain.**

**3.Ask your students if they have ever visited a national monument or important public building, such as a state capitol. Generate a class discussion about the level of security they experienced: Did they feel safe during their visit? Should additional measures have been taken to enhance their security? Ask students how far authorities should go to guarantee the safety of those who visit public places. Paul Bremer says that public monuments should not become "armed fortresses." What do students think? Have students consider these possible solutions to the problem of terrorist threats to national monuments:**
**advance security checks for all visitors**
**more security personnel with increased visibility**
**metal detectors at entrances to all national monuments**
**searches of all visitors before allowing them into the monuments**
**barricades around all the national monuments.**
**After a class discussion of the pros and cons of these options, challenge each student to write an essay in response to the question: How far should the U.S. government go to protect visitors to national monuments, while guaranteeing accessibility to all who wish to see them?**

**LINKS:**
**http://www.cnn.com/2000/US/07/02/monuments.security/index.html**
**http://www.cnn.com/2000/US/06/05/curbing.terrorism.01/**
**http://www.discovery.com/cams/monument/monument.html**

**EDITOR'S NOTE:**
**Revolutionary Institutional Party (PRI)**
**opposition politicians**
**Vicente Fox**
**autonomy**
**one party government**
**democratization**

**Washington Monument**
**terrorism**

**DAILY DESK**

**Environment Desk: Global Climate Update**

**1.According to this study, by how many degrees will average global temperatures increase over the next century? Why? For which geographic locations in the U.S. could rising temperatures be a significant problem? What are greenhouse gases? From where do they come?**

**2.How might the predicted effects of global warming impact the U.S. environment and economy? How might global climate changes impact other countries? Do you think decreasing greenhouse gas emissions would immediately stop the global warming trend? Why or why not? In your opinion, could the government reduce emissions of greenhouse gases without negatively impacting businesses? Explain.**

**3.How might environmentalists, scientists, food producers and transportation industries be affected if the U.S. votes to significantly reduce greenhouse gas emissions? Would these groups support the proposed greenhouse gas reduction legislation? Divide your class into small groups and have each group assume the role of one of the following:**
**Environmentalists**
**Scientists**
**Food Producers**
**Transportation Industry Representatives**
**Then, direct each group to answer the following questions using the websites listed below and other current resources.**
**1.Environmentalists:**
**How does global warming affect global and regional ecosystems?**
**What impact could global warming have on water supplies?**
**2.Scientists:**
**How do the oceans, the earth's tilt, and the earth's orbit affect global warming?**
**What are the positive and negative effects of an increase in carbon dioxide?**
**3.Food Producers:**
**How do farming practices affect global warming?**
**How might food producers be impacted by the commitment of the U.S. government to reduce emissions?**
**4.Transportation Industry Representatives:**
**How do transportation industry practices affect global warming?**
**How might the transportation industries be impacted by the commitment of the U.S.**

**government to reduce emissions?
Have each group present its findings and share its views on the proposed greenhouse reduction legislation. Next, poll your students to determine whether or not they support the proposed legislation. Then, have students discuss how the evidence presented by the different groups affected their votes.**

**LINKS:
http://www.epa.gov/globalwarming/
http://www.ucsusa.org/globalresources/index.html
http://www.unep.ch/iuc/submenu/infokit/factcont.htm
http://www.panda.org/climate/
http://www.api.org/globalclimate/
http://www.purgit.com/co2ok.html**

**EDITOR'S NOTE:
greenhouse gases
carbon dioxide**

**WORLDVIEW**

**Top of the World: Denmark Concert Tragedy**

**1.What happened at the Roskilde Festival in Denmark? How did authorities try to control the crowd at the Roskilde Festival? Why do you think their attempt was unsuccessful? How many people died at concerts around the world last year? Does this number surprise you? Explain.**

**2.What is "festival seating"? Have you ever been to concert where the seating was arranged this way? If so, describe the arrangement. What has the city of Cincinnati done in an attempt to make its concerts safer? Do you think that festival seating is dangerous? Do you think eliminating festival seating would stop these concert tragedies? Explain. What measures do you think should be taken to promote safety for fans at rock concerts?**

**LINKS:
http://www.cnn.com/2000/WORLD/europe/07/02/denmark.concert.deaths.ap/index.html
http://www.roskilde-festival.dk/2000/english/**

**Egypt "Lost Cities"**

**1.Where have archaeologists recently discovered the "Lost Cities" of ancient Greek lore? What kinds of relics have divers recovered from the floor of the Mediterranean? What do researchers believe happened to the "Lost Cities"?**

**2.How many cities have been discovered at this site? What evidence did historians have of their existence? Why do you think this find is so significant?**

**3.What other "lost cities" exist in fact and folklore? Divide the class into small groups, and have each research a lost city or civilization. The webistes below may be of assistance. Have each group determine the actual or approximate location of the city, what evidence exists that offers information on the site, who lived there, and what their lives were like. Have groups present their findings along with any depictions of the cities and their structures.**

**4.Refer back to the video and have students identify the role of archaeologists in recovering the "Lost Cities." Then have students conduct research to learn more about what archaeologists do. Refer students to multimedia resources to learn how archaeologists find sites and recover artifacts, and how modern technology enables archaeologists to gather information from artifacts. Share student findings. Discuss how the location of the "Lost Cities" may have presented archaeologists with unique challenges to their task.**

**LINKS:**
**http://www.mc.maricopa.edu/academic/cult_sci/anthro/lost_tribes/asb222sg.html**
**http://www.julen.net/ancient/**
**http://julen.net/ancient/Buildings_Monuments_and_Cities/**
**http://www.mc.maricopa.edu/academic/cult_sci/anthro/lost_tribes/seg2.html**

**Around the World: Half Moon Voyage**

**1.Whose ship was named the Half Moon? When did he sail this ship into the Delaware Bay? How many middle school students recently set sail on a replica of the Half Moon? What did they learn about serving as the crew on a 100-foot sailing vessel?**

**2.How did modern technology enable the sailing students to share their experience? How were meals and working conditions different from what sailors experienced on the original Half Moon? Explain how this program "transforms" its participants.**

**3.Inform your students that the original Half Moon (the Halve Maen) was commissioned on March 25, 1609 for the Dutch East India Company. The vessel was the "spaceship" of her age, designed to take a crew of 20 men into unknown waters. Challenge your students to consider what life must have been like on such a ship at that time. Have students first work in groups to research New World exploration aboard the Half Moon, and share their findings. Then challenge each student to write an entry from a sailor's journal that describes what he saw and experienced on the voyage that forever inscribed Henry Hudson's name into the history books.**

**LINKS:**
**http://www.maritime.org/conf/conf-reynolds-half.htm**
**http://www.newnetherland.org/ship.htm**
**http://www.timesunion.com/halfmoon/facts.htm**
**http://www.timesunion.com/halfmoon/**

**Political Front: Aboriginal Reconciliation**

**1.Who are the Aborigines? In what country did 100,000 people recently march to display support for an apology to the Aborigines? For what reason do some Australians believe they should apologize? How does Australia's prime minister feel about his country's mistreatment of the Aborigines? Does he think the government should apologize? Explain.**

**2.Who is the "lost generation"? Why were these children taken from their homes? What does the term "forced assimilation" mean? Why are survivors of this generation insisting that the government apologize for its actions? What does "reconciliation" mean?**

**3.As with this issue, there are two sides to the story. Not all Australians believe that an apology is in order. Have groups of students consult the websites below to research the different perspectives on aboriginal reconciliation. Have groups share their findings in class discussion. Then ask each student to write an essay that defends or opposes the call for an apology to Australia's Aborigines.**

**LINKS:**
**http://www.austlii.edu.au/au/other/car/**
**http://www.au.flea.org/reconcile/**
**http://www.onenation.com.au/**

**EDITOR'S NOTE:**
**maritime**
**Herakleon, Canopus, Menouthis**
**Phaoronic & Ptolemaic Periods**
**Isis**
**Capstan**
**bilge**
**rigging**
**indigenous**

**NEWS CHRONICLE**

**Gettysburg Tower**

**1.Why is Gettysburg a significant place in U.S. history? When did the Battle of Gettysburg take place? Which president delivered a famous speech to dedicate the nearby cemetery? Why do you think many consider this land "sacred"?**

**2.How tall is the Gettysburg Tower? When was it**

**constructed? Who owned the tower? Why are federal officials taking the tower away from him? What do they plan to do with it? Why do some want the tower to remain?**

**3.Have any of your students visited the Gettysburg National Battlefield? If so, ask those students to describe their experiences. Next, have students work in groups to conduct research to learn more about the Battle of Gettysburg and the historic Gettysburg National Battlefield. Share group findings in class discussion. Then ask students to consider what decision they would render if asked to make a ruling on Gettysburg's tower. Direct students to meet in their groups and decide which should take priority, the integrity of the battlefield and its aesthetics, or the ability of visitors to view re-enactments of history from the tower. Ask each group to reach a consensus among its members and explain its decision.**

**LINKS:**
**http://www.nps.gov/gett/home.htm**
**http://www.gettysburgaddress.com/index.html**
**http://www.gettysburgaddress.com/HTMLS/Tour.html**
**http://www.gettysburgaddress.com/HTMLS/battle.html**
**http://www.gettysburgaddress.com/HTMLS/tower.html**

**EDITOR'S NOTE:**
**Abraham Lincoln**
**Civil War**
**Gettysburg**
**Pickett's Charge**

**External websites are not endorsed by Turner Learning.**

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to delete messages from the archives.

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# CNN NEWSROOM Guide

**July 5, 2000**

**CNN NEWSROOM and the Daily Classroom Guide are here for you, all summer long! Archive programs and guides for use with your students this fall!**

**---------- PROGRAM RUNDOWN ----------**

**STORY ...SEGMENT...PROGRAM**

**CNN NEWSROOM OPEN ... 01:30... 01:30**

**TODAY'S NEWS ... 01:00...02:30**

**Top Story ... 02:15...04:45**
**Mexico's newly-elected president outlines an ambitious agenda.**

**In the Headlines ... 02:30...07:15**
**Saudi Arabia announces an increase in its oil production.**

**DAILY DESK ... 00:30...07:45**

**Business Desk ... 02:05...09:50**
**Some businesspeople turn to career coaching to improve production and earnings.**

**WORLDVIEW ... 00:45...10:35**

**Inside North America ... 02:55...13:30**
**Main Street is making a comeback.**

**Culture Watch ... 02:30...16:00**
**China works to retrieve its national treasures.**

**Taking Care of Business ... 02:55...18:55**
**Hollywood heads East to make cutting-edge commercials.**

**Check it Out ... 01:45...20:40**
**One of the world's oldest martial arts is taught by a centenarian.**

**NEWS CHRONICLE ... 00:30...21:10**

**Our World ... 02:45...23:55**
**Meet a teenager who turned his interest in websites into a serious business.**

**Turner Website Information ... 00:45...24:40**
**Information on the CNN NEWSROOM Daily Classroom Guide**

**Gettysburg Tower ... 02:20...27:00**
**The Gettysburg National Tower is history.**

**CNN NEWSROOM CLOSE ... 01:00... 28:00**

**---------- CNN NEWSROOM STORIES ----------**

**CNN NEWSROOM OPEN**

**TODAY'S NEWS**

**Top Story: Mexico Elections**

**1.Who is Mexico's new president? What do you know of his education and experience? Why was his victory historically significant in Mexican politics?**

**2.What reassurances has Vicente Fox received from Mexico's current president, Ernesto Zedillo? What plans does Mr. Fox have for his cabinet? Why is Mr. Fox interested in pursuing international investment? What is NAFTA? According to the video, what have been some of NAFTA's benefits and shortcomings for Mexican citizens?**

**3.Ask students to consider what priorities Vicente Fox should set as Mexico's new chief executive. First, have students work in groups to research the challenges that the Fox Administration will have to address as it assumes office. Then have each group create a list of issues that President Fox and his advisers will have to address, in order of their importance. Finally, have each group prepare a plan of action for the issue it chose as the most important. Have groups share their lists and plans of action with the class. Compare the groups' prioirities. Several groups are likely to choose the economy as the number one issue. Discuss how addressing Mexico's economic concerns could impact other issues on their lists as well.**

**LINKS:**
**http://www.cnn.com/cwc/WORLD/americas/story6.html**
**http://www.cnn.com/2000/WORLD/americas/07/04/mexico.elections/index.html**
**http://www.cnn.com/2000/WORLD/americas/07/03/mexico.elections.04/**
**http://www.theodora.com/wfb/mexico_government.html**

**In the Headlines: Saudi Oil Increase**

**1.What is OPEC? Why is the organization "in disarray"? What announcement has Saudi Arabia made regarding its oil production? Why has this announcement created a sense of resentment among some OPEC member nations?**

**2.According to the video, who is putting pressure on Saudi Arabia to increase production? Why would the U.S. want the Saudis to increase their oil output? Why would other OPEC nations want oil production to stay at its current levels? If oil stocks are not replenished, how might heating oil prices be affected later this year? Do you think there are**

**any political forces at work on either or both sides of this issue? Explain.**

**3.According to CNNfn, average regular unleaded gas prices in the U.S. are now up to $1.65 per gallon, up from $1.14 per gallon this time last year. What factors are behind this dramatic increase in gas prices? Have students conduct research to learn more about rising gas prices and the reasons why gas is more expensive than it was a year ago. Share student findings. Discuss how supply, demand, and taxes all play a role in the current price of gas in the U.S., and how changes in any or all of these factors could send the price of gas up or down.**

**LINKS:**
**http://cnnfn.cnn.com/2000/07/04/worldbiz/saudi_oil/**
**http://www.cnn.com/cwc/finance/story2.html**
**http://cnnfn.cnn.com/2000/07/04/home_auto/q_gasoline/**
**http://news.lycos.com/headlines/TopNews/article.asp?docid=RTNEWS-OPEC-REACTION-DC&d**

**EDITOR'S NOTE:**
**Vicente Fox**
**Ernesto Zedillo**
**president-elect**
**transition**
**NAFTA**
**OPEC Secretariat**
**incentive**
**oil stocks**

**DAILY DESK**

**Business Desk: Career Coaching**

**1.Why is graphic designer Bill Young spending time with a career coach? For how long has he been working with his coach? Have the results been positive? Explain.**

**2.How is career coaching similar to sports coaching? Can anyone call himself/herself a coach? Explain. What organization certifies career coaches? What advice does the career coach in the video have for those who are considering hiring a coach? According to Bill Young, how have the benefits of business coaching carried over into his personal life?**

**3.Read this explanation of career coaching from the International Coach Federation to your class:**

**"Professional Coaching is an ongoing partnership that helps clients produce fulfilling results in their personal and professional lives. Through the process of coaching, clients deepen their learning, improve their performance, and enhance their quality of life."**

**Remind students that this new field is based on the**

**principles of sports coaching. Invite a sports coach from your school to explain principles he/she uses to guide athletes. List these principles on the board. Next, have each student assume the role of a business owner, manager, or employee in a specific kind of business. Have each student write a hypothetical business self-improvement plan for himself/herself that incorporates many of the principles discussed by the coach. Have students share their plans and discuss how coaching could help businesspeople to maximize their production and earning potential.**

**LINKS:**
**http://www.coachfederation.org/ethics.htm**
**http://www.dmdenterprises.com/faq.htm**
**http://www.thecoaches.com/**
**http://www.coachnet.com/#career**

**EDITOR'S NOTE:**
**career coach**
**profits**
**regulations**
**International Coach Federation**
**job performance**

**WORLDVIEW**

**Inside North America: Main Street Revival**

**1.Generally speaking, what business center has replaced what was once known as "Main Street"? What is happening to Main Street in Bay Shore, New York? In the video, Donna DeLuca Periconi says that she thinks America "has malled itself out." What do you think she means? Do you agree or disagree with her? Explain.**

**2.According to the video, how is the revival of Main Street impacting businesses that are located there? What have Main Street advocates and government officials learned must be done in order for revitalization to succeed? How is a healthy neighborhood commercial district "like a balanced ecosystem"? Explain how one change could set off others in the district.**

**3.Does your community have a Main Street business district? If so, how would you improve it? If not, where and how would you create one? Challenge your students to consider the economic and quality of life issues in your community as they work in teams to either redesign or create local Main Street business district plans. The websites below offer ideas from different towns. Direct groups to consider some of the factors they heard in the video: the idea of a balanced community "ecosystem," exploiting a market niche, and using a promotional theme. Encourage groups to put their ideas in writing and illustration, creating site plans**

for their versions of Main Street. Have each group make a formal presentation to the class. As a class, evaluate each group's ideas for creativity, resourcefulness, and practicality.

LINKS:
http://www.livingstonparish.com/mainstreet.htm
http://www.town.bridgewater.ns.ca/
http://skyways.lib.ks.us/towns/Russell/mainstreet/

Culture Watch: China Antiquities

1.What symbols of China's past were recently retrieved? What is nationalism? How has recovering lost relics become a symbol of nationalism for the Chinese?

2.Who is Yi Suhao? Who is backing the purchase of the stolen relics? Why do you think their purchase was such an emotional event for the Chinese? Why do you think the government is making it a priority to buy these relics as they make their way to the market?

3.China is not the only country that has experienced the theft and sale of its cultural heritage. Every country has been affected, from the theft of artwork worth millions of dollars to seemingly innocent taking of simple artifacts like bullets from battlefields. How do students think this problem should be addressed? Have groups of students conduct research to learn more about the extent of the problem of stolen artifacts and how this theft affects a country's cultural heritage. Then have each group use what it has learned to draft a United Nations statement on cultural heritage theft, and propose ways to deal with the problem. Have groups share and discuss their statements.

LINKS:
http://www.ipl.org/exhibit/kelsey/exhibit.html
www.sssmuseum.com">http://click.go2net.com/click?clickurl=http%3A%2F%2Fcatalog.dogpile.c
http://www.treasurenet.com/news/messages/994.shtml
http://www.nscentre.org/tvmonthly/media/media10_35.htm

Taking Care of Business: Asia Commercials

1.Who is Oliver Stone? What is his latest project? For what market was this commercial produced? Who are some of the clients represented by Saville Productions? Why are directors like Oliver Stone interested in filming commercials in Asia?

2.Why do you think there was a massive slump in ad spending in Asia in 1997, '98, and '99? How has confidence in the Asian market impacted commercial production? Why do you think entertainers like Ricky Martin are willing to endorse American products on Asian television?

3.What makes a "cutting-edge" commercial? Have students consider some of the most cutting-edge television

**commercials they have seen, and discuss what makes them different. Then divide the class into small groups, and have each group choose an American product to promote in an Asian market. Have each group create the script for a television commercial that would capture the attention of Asian consumers. Have each group present its commercial or its script to the class. Discuss the cultural factors that American producers and advertisers may have to consider when promoting their products in Asia.**

**http://www.asiannet.com/**
**http://www.asia-links.com/**
**http://adage.com/news_and_features/special_reports/commercials/**

**Check it Out: India Martial Arts**

**1.Who is Kumaran Ashan? How old is he? What form of Indian martial arts does he teach? How would you describe Kalari Payattu? Why do you think it takes many years to learn? What is the origin of Kalari Payattu? From whom did Kumaran Ashan learn it?**

**2.According to Kumaran Ashan, how is Kalari Payattu different from other martial arts? If you have students in your class who are experienced in the martial arts, have each explain what form he/she has studied and describe some of its elements. Compare these to what students have seen in Kalari Payattu. Discuss the differences among the physical and spiritual elements of each of these martial arts.**

**LINKS:**
**http://www.discoverkerala.com/dkculkpayatt.html**
**http://amritha.freeyellow.com/./index.html**
**http://www.indiagov.org/sports/mr_arts/kalari.htm**

**EDITOR'S NOTE:**
**Main Street**
**grants**
**market niche**
**heritage**
**conglomerate**
**Kalari Payattu**
**yoga**
**Hindu**

**NEWS CHRONICLE**

**Our World: Teen Boss**

**1.How is Doug Imbruce like other teenagers you might know? How is he different from many of them? When did he start his first website business? Why did he choose not to go to college? What is the name of his current company?**

**2.What was the impetus for Buyroad.com? Who is helping Doug with the business? What is Greg's role in the company? What is Doug's title? What do the company's employees think about working for a younger boss? How does his friend feel about being an intern for Doug's company? What has Doug learned from his five-year Internet experience?**

**3.Doug Imbruce is a young enterpreneur. If your students are unfamiliar with this term, have them consult the dictionary for its definition. In the video, Doug says of his business, "Everyday there's a new stumbling block." What do students think he means? What obstacles might this young entrepreneur face on a daily basis? Challenge each student to interview a local entrepreneur to learn more about the risks and rewards of being your own boss. Ask students to share their interviews with the class. How might youth be a positive attribute for an enterpreneur? When might it be a negative one?**

**LINKS:**
**http://www.buyroad.com/**
**http://www.yeo.org/**
**http://www.terry.uga.edu/yes/**

**Gettysburg Tower**

**1.What event significant in U.S. history took place at Gettysburg? When did this battle take place? When was the Gettysburg National Tower built? How would you describe the tower's physical appearance? What purpose did it serve?**

**2.Why were preservationists opposed to the tower? What promise did Secretary of the Interior Bruce Babbitt make regarding this structure? Why do you think the government chose the anniversary of Pickett's Charge to implode the tower? Who owned the tower? Why do you think he sees the federal government's action as "almost a slap in the face to private enterprise"? Do you agree or disagree with him? Explain.**

**3.Discuss some of the mixed feelings of onlookers as the tower came down. Then ask students to consider their own views on the tower's implosion. Have students research the Gettysburg National Battlefield and the Gettysburg National Tower, and use what they have learned to formulate their own opinions on the decision and action of the Secretary of the Interior. Discuss students' views in class.**

**LINKS:**
**http://www.gettysburgaddress.com/HTMLS/tower.html**
**http://www.gettysburgtower.com/**
**http://www.nps.gov/gett/home.htm**

**EDITOR'S NOTE:**

**venture financing**
**business acumen**
**prototype**
**intern**
**Gettysburg National Battlefield**
**free enterprise**
**Bruce Babbitt**
**eyesore**

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# CNN NEWSROOM Guide

**July 6, 2000**

**Follow this year's political topics by watching CNN NEWSROOM's "Democracy in America" series, every Tuesday.**

**---------- PROGRAM RUNDOWN ----------**

**STORY ...SEGMENT...PROGRAM**

**CNN NEWSROOM OPEN ... 01:25... 01:25**

**TODAY'S NEWS ... 01:35...03:00**

**Top Story ... 04:40...07:40**
**-President Clinton announces a three-way Mideast summit.**
**-The upcoming peace summit will be politically risky for all involved.**

**DAILY DESK ... 00:30...08:10**

**Science Desk ... 02:15...10:25**
**High definition space images will soon be available to paying consumers.**

**WORLDVIEW ... 00:35...11:00**

**Top of the World ... 02:50...13:50**
**Despite constitutional promises, many are homeless in Cuba.**

**Check it Out ... 03:10...17:00**
**The world's tallest building opens its doors to tourists.**

**Information Please ... 03:10...20:10**
**Environmentalists voice concern about Mexico's Laguna Verde Nuclear Power Plant.**

**NEWS CHRONICLE ... 00:30...20:40**

**At Issue: Teacher Merit Pay ... 02:20...23:00**
**The issue of teacher merit pay is back in the spotlight.**

**Turner Website Information ... 00:45...23:45**
**Information on the CNN NEWSROOM Daily Classroom Guide**

**Sports Page: Williams Sisters ... 03:15...27:00**
**Sisters Venus and Serena Williams will face each other on center court at Wimbledon.**

**CNN NEWSROOM CLOSE ... 01:00... 28:00**

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story: Mideast Peace

1.When was the nation of Israel created? What are the Oslo Peace Accords? Why did the peace process stall after the signing of these accords? Why is U.S. President Clinton calling for a new three-way Mideast summit? What are the thorniest issues that remain between the Israelis and Palestinians? What risks are associated with this summit? According to President Clinton, how is inaction also a risk?

2.What kinds of pressure is Israeli Prime Minister Ehud Barak facing as a result of the upcoming summit? How is opposition to the summit at home creating political problems for Mr. Barak? What pressure is Palestinian President Yasser Arafat feeling? How does the September deadline put pressure on both Israeli and Palestinian leaders?

3.Inform students that Israel's political system is a multi-party one. Have students conduct research to learn more about multi-party systems and the importance of coalition building for the ruling party. Share student findings. Discuss how the actions of Prime Minister Barak's domestic opposition threaten an already fragile coalition. What effects could a crumbling coalition have on Israel's success at the peace summit?

4.Lead students to examine the political risks associated with this summit. Have them work in groups to research the downsides for President Clinton, the Israelis, and the Palestinians, and share their findings in class discussion. Discuss the domestic and international pressures that will likely shape these talks as the September deadline approaches. Have each group assume the role of advisers to one of the heads of state involved in these talks (Bill Clinton, Ehud Barak, Yasser Arafat). Direct the group to arrive at a consensus decision regarding the upcoming summit: Should the leader agree to participate in this summit? If so, what should be his strategy in the talks? Have each group present its recommendations and discuss.

LINKS:
http://www.cnn.com/2000/WORLD/meast/07/05/mideast.peace.04/index.html
http://metalab.unc.edu/sullivan/docs/CampDavidAccords.html
http://www.pna.net/
http://www.info.gov.il/eng/mainpage.htm

**http://menic.utexas.edu/menic/**
**http://www.columbia.edu/~sa176/mco105/105_sam1.htm**
**http://www.cnn.co.uk/SPECIALS/1998/israel/at.a.glance/**

**EDITOR'S NOTE:**
**Camp David**
**Palestinian statehood**
**Oslo Accords**
**Yasser Arafat**
**Ehud Barak**
**Knesset**

**DAILY DESK**

**Science Desk: Dreamtime Deal**

**1.How is Dreamtime planning to take viewers into space? How can astronauts benefit from using these cameras in space? How is the partnership between NASA and Dreamtime mutually beneficial? Are there any possible drawbacks to their alliance? Explain.**

**2.Why do you think the U.S. government is encouraging NASA to bring in private businesses? Do you think the alliance with Dreamtime will benefit NASAÕs image? Explain. In your opinion, will the availability of video from space impact interest in, and public support for, the space program? State your rationale. Would you be willing to pay to view a video filmed on board the space shuttle? Why or why not?**

**3.One serendipitous outcome of heightened interest and support for the space program could be the expectation of commercializing future space travel. To help students understand how bringing space into peopleÕs homes could become a form of advertising, group students and have each group:**
**1.Develop an idea for a space tour. Have students identify the aspects of space that visitors would see on the tour.**
**2.Create a one-page fact sheet about the tour. Direct them to include the following information in the fact sheet:**
**The tripÕs destination**
**Activities available on the tour**
**The cost of the trip**
**Reasons why someone would want to take the trip.**
**3.Outline the components of an advertising campaign for their space tour. Encourage students to use radio spots, TV commercials, magazine ads, newspaper ads and billboard ads in your plan.**
**As a class, review the CNN NEWSROOM segment and have students discuss NASA and DreamtimeÕs statement about the impact of increasing public access to images and videos of space. Then, after each group presentation, have**

**students consider whether or not the group's ideas would increase public interest in space exploration. Ask students: Do you think a space tour would be a form of advertising? Explain. What potential benefits might be derived from encouraging peopleÕs interest in space? Do you think space travel will be available to everyone within the next 50 years? Explain. Would you like to travel in space? Why or why not?**

**EXTENSION: Have students investigate the potential costs of space travel. Considering the growing digital divide of those with access to technology and those without, who would be able to afford to take a space tour?**

**LINKS:**
**http://www.spacefuture.com/tourism/tourism.shtml**
**http://www.dreamtime.com/benefits.html**
**http://www.spacetransportation.org/99ConReport.htm**
**http://www.gwu.edu/~spctour/**

**EDITOR'S NOTE:**
**multimedia**
**International Space Station**
**high definition**

**WORLDVIEW**

**Top of the World: Cuba Housing Crisis**

**1.Were do Cuba's homeless live? How does their plight illustrate the growing gap in a system that is supposed to guarantee housing for all? What is socialism? Why is the state unable to cope with the housing shortage?**

**2.What is Cuba's form of government? What does the socialist system guarantee its citizens? Have students work in groups to learn more about Cuba's political and economic systems under Fidel Castro and share their findings. Why has the Cuban government been unable to keep the promises of socialism? Discuss.**

**3.Homelessness exists in both capitalist and socialist systems. Why? Challenge students to research and compare the two systems. As a class, identify some of the general factors that might contribute to homelessness in capitalist and in socialist societies. What might one system learn from the other's experiences? Discuss.**

**LINKS:**
**http://64.21.33.164/CNews/y99/ago99/02e1.htm**
**http://64.21.33.164/CNews/y99/dec99/22e5.htm**

**Check it Out: Malaysia Tallest Building**

**1.Where is the latest claimant to the "world's tallest building" located? What is the name of this building? How tall is it? How many visitors line up each day to see the inside of this building?**

**2.Why are many visitors interested in seeing the Petronas Twin Towers? How have the towers been a boost to Malaysia's national "ego"? Is this a landmark that you would like to see? Why or why not?**

**3.Some dispute Malaysia's claim that its towers are the tallest, while others are working to build new structures that will overtake the Petronas Twin Towers. Have your students work in groups to research the world's tallest buildings and the controversies behind their claims. Then have each group prepare its own bar graph or chart that compares what it believes to be the top ten buildings' heights to scale. Have each group present its graph or chart and decide which building it believes should have the title of the "world's tallest."**

**LINKS:**
**http://tigerx.com/trivia/tallest.htm**
**http://www.designcommunity.com/scrapbook.html**
**http://www.tic.ab.ca/%7Egranson/great_main.htm**
**http://architecture.about.com/arts/architecture/library/bltall.htm**

**Information Please: Mexico Nuclear Power Plant**

**1.Where is Mexico's only nuclear power plant located? Why is Greenpeace calling for the plant to be closed? According to the activists, what problems compromise safety at this plant? According to the Union of Concerned Scientists, what happens when maintenance problems at the plant are identified? How have Mexican energy authorities responded to these charges?**

**2.What does it mean when it is said that something is "taken out of context"? How might Greenpeace have taken the information contained in the field notes out of context? What do you think the Laguna Verde Nuclear Plant could do that would satisfy those concerned about its safety?**

**3.Use this opportunity to introduce your students to the issue of nuclear power and the pros and cons associated with it. Have students work in groups to research nuclear power, how it is created, and its benefits and risks. Have each group share its findings. Discuss why some are concerned about the risks associated with nuclear power. When has nuclear power proven to be hazardous to humans and the environment? When has it proven to be beneficial? Ask students if they would consider living near the Laguna Verde Nuclear Plant, and have them support their opinions with facts.**

**LINKS:**
**http://www.antenna.nl/~wise/465/4612.html**
**http://www.insc.anl.gov/cgi-bin/sql_interface?view=rx_com_matrix&qvar=unit&qval=234**
**http://www.greenpeace.org/~comms/mexico/mexrel.html**

**EDITOR'S NOTE:**
**socialist**
**Petronas Twin Towers**
**meltdown**
**nuclear**
**audit**

**NEWS CHRONICLE**

**At Issue: Teacher Merit Pay**

**1.What is Denise Mazza's profession? What is teacher merit pay? How does Ms. Mazza feel about merit pay? Explain.**

**2.Why do some educators envision a "competitive nightmare" regarding teacher merit pay? How do supporters of teacher merit pay respond to this scenario? How has the issue spread to the political arena? Where do presidential candidates George W. Bush and Al Gore stand on the issue of teacher merit pay?**

**3.Higher pay for teachers can be awarded on the basis of either input criteria (teacher performance) or output criteria (student performance.) What do you think? Should teachers be awarded higher pay on the basis of either of these factors? Explain. How would you determine which teachers earn pay raises?**

**4.What do teachers at your school think of the teacher merit pay idea? Have students interview teachers at your school to get their views, and share these with the class. Discuss ways that other professions earn pay raises. How is education similar to and/or different from these other professions? Discuss.**

**LINKS:**
**http://www.jsonline.com/news/editorials/jan00/teach-edit012200.asp**
**http://www.ohioeic.org/aprileic.html**
**http://edweb.cnidr.org/edref.prof.html**
**http://www.ed.gov/databases/ERIC_Digests/ed259453.html**

**Sports Page: Williams Sisters**

**1.Are Venus and Serena Williams the first sisters to face each other at Wimbledon? Explain. When did this last happen? How will this match be different?**

**2.How do Venus and Serena each feel about playing the other sister? How many times have they played each other? Who holds the advantage? What distinction did Arthur Ashe earn at Wimbledon in 1975? How might one**

**of the Williams sisters be the next African-American to make tennis history?**

**3.The Williams sisters are not the only siblings who have excelled in the world of professional sports. Challenge your students to think of other siblings (and family members, including parents and children) who are professional athletes. Do students think that athletic talent is tied to genetics, or is it developed more in families that make athletics a priority? Generate a class discussion of the "nature vs. nurture" debate and its applications in different fields, including athletics, the arts, and academics.**

**LINKS:**
**http://www.afamnet.com/NationalPage/frontpage/082399_sister.htm**
**http://www.thewilliamssisters.com/**
**http://news.lycos.com/headlines/Sports/article.asp?docid=RTSPORTS-WTA-VENUS-DC&date=20**

**EDITOR'S NOTE:**
**merit pay**
**National Education Association**
**Venus Williams**
**Serena Williams**
**Arthur Ashe**
**Wimbledon**

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# CNN NEWSROOM Guide

**July 7, 2000**

**Biography docudramas are available, FREE, on Turner Classic Movies. Enroll now in TCM BY THE BOOK by faxing your name, school address, and phone number to TCM at (770) 739-7085.**

**---------- PROGRAM RUNDOWN ----------**

**STORY ...SEGMENT...PROGRAM**

**CNN NEWSROOM OPEN ... 01:35... 01:35**

**TODAY'S NEWS ... 01:45...03:20**

**Top Story ... 02:30...05:50**
**Violence surrounds an upcoming Protestant march in Northern Ireland.**

**In the Headlines ... 01:30...07:20**
**Millions of Europeans suffer in record-breaking heat.**

**DAILY DESK ... 00:30...07:50**

**Editor's Desk ... 02:20...10:10**
**Artists find value in discarded goods at the San Francisco Dump.**

**WORLDVIEW ... 00:20...10:30**

**Culture Watch ... 11:10...21:40**
**Race is one of the most complex issues confronting humanity.**

**NEWS CHRONICLE ... 00:30...22:10**

**Our World ... 02:30...24:40**
**First-time juvenile offenders may face justice in youth courts.**

**Sports Page: Venus Tops Serena ... 02:20...27:00**
**Venus Williams defeats Serena Williams in the Wimbledon semifinals.**

**CNN NEWSROOM CLOSE ... 01:00... 28:00**

**---------- CNN NEWSROOM STORIES ----------**

**CNN NEWSROOM OPEN**

**TODAY'S NEWS**

**Top Story: Northern Ireland**

**1.Politically speaking, how does Northern Ireland differ from its neighbor to the south, the Republic of Ireland? What is the IRA? When was it formed? What is its mission? What two groups are fighting for control over Northern Ireland? What interests do the Ulster Unionists and Sinn Fein each represent? What is the status of the Good Friday Accords that were signed last November? Why has the power-sharing government arrangement been abandoned?**

**2.Why are British soldiers back in Belfast? Who is attacking the police there? Who is the Orange Order? Why do you think members of the Orange Order want to distance themselves from these "paramilitary elements"?**

**3.What decision by British authorities has prompted the current violence in Belfast? Why is the Orange Order planning to march on July 12th? What does this march commemorate? The annual Orange Order march typically goes through Catholic neighborhoods, but this year the Order has been banned from doing that. Do you think the authorities made the right decision? Why or why not?**

**4.Lead your students to research the history of what is known as "The Troubles" in Northern Ireland. Working in groups, have students research the events that have led to conflict between Catholics and Protestants and the steps that have been taken towards a peaceful settlement. As a class, construct a timeline of The Troubles in Northern Ireland. Challenge students to make predictions about the political status of Northern Ireland in ten years. Do they think the conflict will be peacefully settled by then? Will Northern Ireland gain independence, or will it continue to be governed by Great Britain? Discuss.**

**LINKS:**
**http://www.cnn.com/2000/WORLD/europe/07/06/n.ireland.02/index.html**
**http://sinnfein.ie/**
**http://www.grandorange.org.uk/**
**http://www.macontel.com/special/ireland/html/1.htm**
**http://www.macontel.com/special/ireland/html/2.htm**

**In the Headlines: European Heat Wave**

**1.How is heat taking a toll on people and animals in Europe? What areas of the continent have been worst affected by the heat? What problems has the heat wave caused in these countries?**

**2.As parts of Europe experience temperatures in triple digits (Fahrenheit), sections of the U.S. are feeling the effects of a hot, dry summer as well. Ask your students if they are aware of the health hazards extreme heat presents. Divide**

**the class into groups, and have each group conduct research to learn more about heat and its effects on the human body. Have each group create a poster describing these effects and offering advice on how to prevent and handle heat-related illnesses.**

**LINKS:**
**http://www.cnn.com/2000/WEATHER/07/06/europe.heatwave.02/index.html**
**http://www.disastercenter.com/guide/heat.html**
**http://www.psr.org/heat.html**

**EDITOR'S NOTE:**
**Northern Ireland**
**Protestant**
**Catholic**
**IRA**
**Drumcree**
**Protestant Orange Order**
**paramilitaries**
**United Kingdom**

**DAILY DESK**

**Editor's Desk: Landfill Art**

**1.Who are Reddy Leib and Banker Whiter, and what do they do? Why does San Francisco have an artist-in-residence program at the city dump? Do you think the program can further its goals of "thinking about trash and recycling"? Why or why not?**

**2.How do you define art? What is the purpose of art? Do you consider Reddy Leib and Banker Whiter's work to be art? Explain. What do you think of their work?**

**3.Banker White says that the dump is "an amazing portrait in itself of the society." What do you think she means? In what ways do you think that objects in a dump reflect society?**

**4.The lead to this news story states that "eventually, it seems, nearly everything we value in life ends up in a dump." Do you agree or disagree? If you agree, make a list of things that go to the dump but are, or have been, valuable to you. If you don't agree, list those things that do not end up at the dump, and explain their value.**

**5.Challenge each student to use recycled trash to create a piece of art. (Direct students to use sanitary trash, such as items they could get from the trash in the classroom or in their homes.) Direct students to write explanations of their work including:**
**the original use and personal or monetary value of the recycled items**
**why these items might have been discarded**
**what the items reveal about their school, their**

**home, or their society**
**the use and value of their recycled works of art.**
**Display the students' creations in your classroom so that students can learn from their peers' creations and ideas.**

**LINKS:**
**http://www.integra.org.uk/news/pr/garbageart.html**
**http://www.artlex.com/**

**EDITOR'S NOTE:**
**recycling**
**artist in residence**
**residue**
**waste systems transfer station**

**WORLDVIEW**

**Culture Watch: Racism**

**1.How would you define racism? Has any part of the globe been immune to this phenomenon? Why do you think this is so? What are some examples of racism that are described among different cultures in this story? According to historian George Fredrickson, what is "the most hideous example of racism in world history"? Do you agree or disagree with him? Explain.**

**2.On what basis are many victims of racism prejudged? According to cultural anthropologist Yolanda Moses, humans could just as easily be divided by blood type as the determining factor for prejudice. Why isn't this the case? What is "stranger anxiety"? How is it responsible for racism, according to Dr. Volkan? In what other ways might psychology enter into racism?**

**3.What is ethnocentrism? How is it different from racism? When was the "golden age of racism"? Explain how science was used to justify racist thinking in the Age of Enlightenment. How is the issue of racism defined in America today? In what places around the world does racism exist without color?**

**4.Is racism an issue in your community? If so, what is being done to address the issue? If not, what could other communities learn from yours? After discussing these questions, challenge students to interview older family members to learn their perspective on racism: Have relations between the races improved or deteriorated in their lifetimes? What do they think is responsible for either trend? Have students share their findings. Challenge students to predict the future of race relations in the U.S.**

**5.Remind your students that in his "I Have a Dream" speech,**

**Dr. Martin Luther King, Jr. spoke of having his children judged not by the color of their skin, "but by the content of their character." Generate a class discussion about what constitutes the content of one's character. List these attributes or traits on the board. Review the list and have students consider how the human character is "colorblind," that is, how the same personality traits and characteristics can be found in people of all races. How would this fact seem to negate the argument that one race is "superior" to another? Discuss.**

**6.The video examines racism both from the perspective of human nature and history. Educator Tim McCaskell argues that racism is purely historical. He says, "If we can show that racism has a beginning, then the 'human nature' argument obviously doesn't hold much water. And if racism has a beginning, then we can argue that it can have an end." (from A History of Race/ism, 1994). Read this quote to students, then ask: With whom do you agree: those who believe racism is a component of human nature, or those who believe it was behavior "learned" throughout history? Challenge each student to write an essay, supported by research that illustrates his/her view.**

**EXTENSION: If students subscribe to Mr. McCaskell's theory, how do they propose to "end" racism? Convene a class town hall meeting to generate some ideas on what must be done in order to bring about an end to racism. Encourage students to implement some of the suggestions that are offered. Besides the students, what other segments of local and global society must change in order to bring about a new way of thinking among all races?**

**LINKS:**
**http://www.equalopp.web.net/HistoryofRacism.htm**
**http://www.ameranthassn.org/prracism.htm**
**http://multiculturalism.aynrand.org/diversity.html**
**http://www.rethinkingschools.org/Archives/13_04/racism.htm**
**http://www.yrbe.edu.on.ca/~twb/welcome.html**
**http://www.indians.org/welker/racester.htm**

**EDITOR'S NOTE:**
**racism**
**The Holocaust**
**genetic makeup**
**prejudices**
**ethnocentrism**

**NEWS CHRONICLE**

**Our World: Youth Courts**

**1.What does court look like for some of the first-time youthful offenders in the video? How is youth court different from some courts you may have seen? What are some rules that are observed in youth court?**

**2.Why were youth courts created? Is this a new concept? Explain. What do you think accounts for the increase in the numbers of youth courts? Why do you think the U.S. Department of Justice is studying their effectiveness?**

**3.If possible, arrange for a class visit to a local courthouse. Ask a judge or another officer of the court, such as the clerk of court, to address the students on the seriousness of the procedure that takes place in a criminal or civil trial. Allow students to ask questions about trial procedure and the different roles of those involved. After the presentation, refocus students on the youth court approach to justice. How is it different from what students saw in the presentation? Under what circumstances would students like to see the youth court used? Are there any cases in which it should not be the means by which justice is dispensed? Discuss.**

**LINKS:**
**http://ojjdp.ncjrs.org/about/98juvjust/980427.html**
**http://www.pronetisp.net/~endpol/Youth/**
**http://www.ojjdp.ncjrs.org/about/98juvjust/980602.html**

**Sports Page: Venus Tops Serena**

**1.Who are Venus and Serena Williams? In what professional sport do they excel? Where did they play each other yesterday? Who won? Why was this match followed by so many? What effect did they think the match would have on women's tennis?**

**2.How did each sister react at the end of the match? How did the spectators react? Why do many believe the Williams sisters are good for the game of tennis?**

**3.Do you have any siblings? If so, have you ever had to compete against any of them in sports, academics, or the arts? If you have, how did you feel about the experience? If you have not, what do you think it would be like to compete against your brother or sister? How would you feel if your contest was watched by millions? How would you react if you won? If you lost? What do you think was going through Venus' mind when she won this match? Would your emotions have been any different? Explain.**

**LINKS:**
**http://sportsillustrated.cnn.com/tennis/2000/wimbledon/news/2000/07/06/wimbledon_thursday_ap/**
**http://sportshome.lycos.com/Sports/home_story.jsp?story=775E915FE955EA3D632708C6B27C2CF**

**EDITOR'S NOTE:**
**youth court**
**criminal justice**
**probation officer**
**juvenile justice system**
**Venus Williams**

**Serena Williams**
**Wimbledon**

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# CNN NEWSROOM Guide

**July 10, 2000**

**CNN NEWSROOM and the Daily Classroom Guide are here for you, all summer long! Archive programs and guides for use with your students this fall!**

**---------- PROGRAM RUNDOWN ----------**
**STORY ...SEGMENT...PROGRAM**

**CNN NEWSROOM OPEN ... 01:35... 01:35**

**TODAY'S NEWS ... 00:40...02:15**

**Top Story ... 05:50...08:05**
**-Camp David is an ideal setting for the upcoming Mideast summit.**
**-Prime Minister Barak's coalition government heads towards collapse.**

**In the Headlines ... 00:35...08:40**
**Protestant marchers stage a tense, but peaceful, parade in Portadown, Northern Ireland.**

**DAILY DESK ... 00:30...09:10**

**Environment Desk ... 02:00...11:10**
**Legislators consider a bill that would prevent the use of elephants in entertainment.**

**WORLDVIEW ... 00:45...11:55**

**One World Habitat: Indian Elephants ... 02:55...14:50**
**India's Asian elephant population is on the brink of extinction.**

**Wild Kingdom ... 02:50...17:40**
**The Tama Zoo installs a vending machine in its chimpanzee exhibit.**

**Inside North America ... 02:55...20:35**
**New Jersey embraces a plan to control growth and traffic.**

**Southern Latin Growth ... 02:50...23:25**
**Hispanic immigrants in the U.S. gravitate to the Southern states.**

**NEWS CHRONICLE ... 00:45...24:10**

**Farm School ... 02:50...27:00**
**In Massachusetts, seventh graders learn about agriculture by working on a farm.**

**Wimbleton Championships ... 00:30...27:30**
**Venus Williams and Pete Sampras win the Grand Slam titles at Wimbelton.**

**CNN NEWSROOM CLOSE ... 00:30... 28:00**

**---------- CNN NEWSROOM STORIES ----------**

**CNN NEWSROOM OPEN**

**TODAY'S NEWS**

**Top Story: Mideast Peace**

**What is Camp David and where is it located? What historic meeting took place at Camp David in 1978? Why did this summit almost fail? What factors contributed to the success of the Camp David Accords?**

**Review the following quote about the 1978 Camp David Accords with your class: According to President Carter's former advisors, "The decisive moment in these negotiations hinged on whether the leaders themselves really wanted an agreement or if they were ready to pay the price of walking away." Ask students to discuss the meaning of this statement. Then, refer students to the second website below to learn more about the history and outcome of the Camp David Accords. Have students identify why this summit was risky for both Israeli and Egyptian leaders. After students present their findings, have them compare the circumstance of the upcoming Mideast summit to those of the 1978 summit at Camp David. Do you think the meeting between Israeli Prime Minister Ehud Barak and Palestinian leader Yasser Arafat will be as successful as the meeting between Israeli Prime Minister Menachem Begin and Egyptian President Mohamed Anwar El Sadat? Why or why not?**

**Why is Ehud Barak's coalition government in jeopardy? How has Mr. Barak responded to the situation? What is your opinion of these events?**

**Refer students to library and online resources learn more about Israel's government. To help students with their research, have them address the following questions:**
**1. What is the role of Israel's prime minister?**
**2. What is the role of Israel's president?**
**3. What is the Knesset, and how are its members chosen?**
**4. What major political parties can be found in Israel?**
**5. Whom does each political party represent?**
**6. What branches of government exist in Israel?**
**After students present their findings, have them share what they know about the history of Israeli-Palestinian relations. Next, divide your class into three groups. Instruct each group to prepare a presentation about one of the following Israeli-Palestinian issues: The borders of a future Palestinian state, the fate of Jerusalem, or the status of Palestinian refugees. Instruct each group to identify the political parties' positions on the issue. Then, direct groups to share their information and ask: Which political parties are withdrawing from Mr. Barak's coalition government? Why? How might this action impact the future of Mr. Barak's government? Do you think the departure of these political parties will impact the upcoming summit at Camp David? Why or why not?**

**LINKS:**
**http://www.cnn.com/2000/WORLD/meast/07/09/israel.politics.02/index.html**
**http://metalab.unc.edu/sullivan/docs/CampDavidAccords.html**
**http://www.pna.net/**
**http://www.info.gov.il/eng/mainpage.htm**
**http://menic.utexas.edu/menic/**
**http://www.columbia.edu/~sa176/mco105/105_sam1.htm**
**http://www.cnn.co.uk/SPECIALS/1998/israel/at.a.glance/**

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**EDITOR'S NOTE:**
**Camp David**
**defection**
**coalition**
**mythology**
**verbrato**
**negotiator**
**summit**

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**DAILY DESK**

**Environment Desk: Elephant Debate**

**What is the key issue debated in this story? What recent incidents have prompted public concern? Which U.S. government department monitors the treatment of circus elephants? What is the likelihood that the bill described in this story will become law? How do the claims of animal rights activists differ from the claims of circus trainers regarding the treatment of elephants? To which do you give more credence? Why?**

**Do you think the use of elephants in circuses should be outlawed? Why or why not? If the use of elephants for entertainment is not outlawed, how can the government ensure circuses take better care of these animals? What do you believe caused the two fatal incidents mentioned in the story? Do you believe these incidents are indicative of a larger problem, or merely accidents? Explain.**

**In deciding whether or not to pass the bill before Congress, representatives will need to know if elephant abuse is specific to one or two circuses, or is widespread throughout the circus industry. Using the websites below and other current media, have your students investigate how specific circuses treat their animals. Working in small groups, have students answer the following questions about a specific circus, using facts and statistics:**
***How profitable and popular is the circus?**
***How many incidences have there been of the circusÕ elephants causing danger to humans?**
***How many violations has the circus been charged with from the USDA?**
**Based on the facts and statistics they collected, have each group rate its circus on two facets: profitability and humane treatment of animals. Have students use a scale of 1 Ð 10 with ten being the highest rating and one being the lowest. Have students present their responses to the class. After reviewing the information presented by each group, discuss your studentsÕ answers to the following questions:**

***Do you think the use of elephants for entertainment should be outlawed?**
***If so, should this ban extend to other animals?**
***If not, how would you resolve the issue in such a way that would be agreeable to all parties concerned?**
**Bearing in mind all they have learned in this activity, have your class vote on the bill and discuss the outcome.**

**EXTENSION: Have your students investigate circuses that do not use animals and compare their success with circuses that do. Which type of circus do you think would be more profitable? Why?**

**LINKS:**
**http://www.circuses.com/facts.html**
**http://www.api4animals.org/DyingToEntertain.htm**

http://www.circuses.com/celetak.html
http://www.ringling.com/menagerie/animal_care/
http://www.carsonbarnescircus.com/animal/animal.html
http://www.circusflora.org/animals/animals.htm
http://www.cirquedusoleil.com/en/index.html
http://www.cambriasbest.com/circus/circus_elephant_care_standards.htm

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**EDITOR'S NOTE:**
**public safety risk**
**U.S. Department of Agriculture**
**bullhook**

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**WORLDVIEW**

**One World Habitat: Indian Elephants**

**Why are India's wild elephants considered a national symbol? Why are many wild elephants entering urbanized areas of India? What problems are these elephants causing? How are elephant trainers attempting to deal with the wild animals? Do you support these methods? Why or why not?**

**How many wild elephants remain in India? What factors are threatening the existence of Asian elephants? How many of India's remaining Asian elephants are male? Why is this a problem?**

**Refer groups of students to multimedia resources, including the first website below, to learn more about Asian elephants and the status of these elephants in a specific region of Asia. Ask each group to identify why the elephants in one region have become endangered and what is being done to improve their situation. Next, have each group use data from the country to make a poster aimed at gaining public support for a government program to help the remaining elephants. Compare posters and identify the different appeals used. Discuss the following questions: Are the threats to the elephants similar in the different countries? Would the campaigns be successful? What else might governments do to protect elephants?**

**LINKS:**
**http://www.panda.org/resources/publications/species/w-elephants/index.htm**
**http://www.panda.org/resources/factsheets/species/33eleph.htm**

**Wild Kingdom: Monkey See Monkey Do**

**Where is the Tama Zoo located? Why has a vending machine been installed at the Tama Zoo's chimpanzee exhibit? How have the chimps responded to the vending machine? Do you think installing the vending machine is a good idea? Why or why not?**

**What are your feelings about zoos, in general? What conditions make for a "good" zoo? Have you ever been to a zoo? Did you enjoy it? Why or why not? What, if anything, do you believe is important about the work of zoos?**

**How much of what we have seen in this segment is learned behavior on the part of the chimpanzees? Ask students this question, then refer your students to multimedia resources, including the links below, to learn about the work of English ethologist Jane Goodall and her research on chimpanzees. After students share their findings ask: Do you think chimpanzees have thoughts and emotions? Are they capable of having emotional relationships? To what extent can their behavior be compared to that of humans?**

**LINKS:**
**http://www.janegoodall.org/**
**http://biosci.cbs.umn.edu/chimp/jgstory.htm**
**http://www.cwu.edu/~cwuchci/**

**Inside North America: Suburban Sprawl**

**What is "suburban sprawl"? What factors cause suburban sprawl? To what extent is the state of New Jersey being affected by growth and traffic? How and why is New Jersey's governor taking action to address the problem of "sprawl and crawl"? What are the three components of the state inspired plan? Why do many property owners and developers find the plan controversial? What is your opinion of the plan?**

**What is a suburb? In your opinion, what are the benefits and drawbacks of living in suburbia? Has your city or state been affected by population growth? If so, how has the growth impacted the quality of life in your area?**

**Refer students to the last four websites below to identify how their state ranks in terms of open space protection, land use planning, transportation planning and community revitalization. Have students share their findings and discuss the reasons for the various ratings.**

**Ask students to consider what issues their community would have to address if its population doubled in 20 years. Then divide the class into small groups and tell students in each to pretend they are city or county planners, assigned with the task of planning for rapid population growth in their community. Assist groups in researching the issues that planners would have to address, such as school capacity, traffic, and public services, including water, sanitation, and police. Direct groups to develop strategies for meeting these challenges. Have each group present its plans. Discuss the problems associated with rapid growth and local government responses to these problems. In what way are the problems faced by New Jersey, problems faced by every growing community? Discuss.**

**LINKS:**
**http://www.cnn.com/US/9910/04/sprawl.report/index.html**
**http://www.cnn.com/2000/US/04/13/urban.sprawl/**
**http://www.state.nj.us/**
**http://www.sierraclub.org/sprawl/report99/openratings.asp**
**http://www.sierraclub.org/sprawl/report99/landratings.asp**
**http://www.sierraclub.org/sprawl/report99/transporationratings.asp**
**http://www.sierraclub.org/sprawl/report99/communityratings.asp**

**Southern Latin Growth**

**How many Hispanics are living in the U.S.? When are the number of Hispanics expected to surpass the number of African-Americans living in the U.S.? In which region of the U.S. is the**

**Hispanic population growing the fastest? Why?**

**What percentage of Hispanic Americans are living in poverty? Do you think there is a correlation between access to education and poverty? Explain. What type of work is done by many Hispanic immigrants? Why do you think this is so? In your opinion what are some of the major challenges that Hispanic immigrants encounter when they come to the U.S.?**

**In the video we learn that many Hispanics come to the U.S. for the economic opportunities it offers. Point out Luis Casares' business as one example. Then have students work in groups to learn more about the Hispanic business community in the U.S. Have groups share stories of economic successes and discuss how these businesses have contributed to the positive economic climate in the U.S. Solicit answers to the question: How does a successful Hispanic-owned business benefit others, including my family?**

**LINKS:**
**http://www.census.gov/population/www/socdemo/hispanic.html**
**http://rinconassoc.com/top30.html**
**http://www.emulateme.com/content/mexico.htm**
**http://www.lubbockonline.com/news/040497/producti.htm**
**http://www.ceousa.org/index.html**
**http://www.ncpa.org/pd/immigrat/pdimm/immjuly98a.html**

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**EDITOR'S NOTE:**
**urbanization**
**rupees**
**primate**
**zoning**
**sprawl**
**migrant workers**

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**NEWS CHRONICLE**

**Farm School**

**What is the location of the farm that is featured in the video? Why is this farm unique? Who is Ben Holms? Why did he establish the farm school? How do students benefit from working on the farm? Would you want to go to a farm school? Why or why not?**

**What is agriculture? Share the following quote with your class, "Agriculture is one of the main building blocks for civilization. Before the advent of agriculture, humans roamed the earth for a million years, surviving solely on food they gathered and hunted." Challenge students to learn about the evolution of agriculture since 8000 BC, when the people of the Euphrates and Tigris river valleys began cultivating crops and raising livestock. Have students create a timeline depicting the significant events and innovations in agriculture. Then ask students: How does agriculture impact the economy, environment, health of society?**

**Do you know where your food comes from? Have each student make a list of his/her three favorite foods. Then, refer students to online resources, grocery store managers, and local farmers to identify: Where the food was grown, how it was grown, and how long and far it traveled before it was placed on the shelves in their local supermarket. Have students share their findings and**

**discuss any problems that they encountered in locating information.**

**Ask your students to share what they know about the problems currently facing the U.S. farming industry, including family farmers. Refer students to the websites below to investigate these issues, and what the U.S. government and private organizations are doing to address these problems. As class, have students consider the benefits and drawbacks of purchasing food that is grown by local family farmers. Then, have students identify additional actions that individuals could take to support family farmers.**

**EXTENSION: The farm school in Athol, Massachusetts is an example of "experiential education," where students learn by doing. Challenge your students to identify other examples of experiential education. How do these educational experiences differ from rote, classroom instruction? Do you think experiential education is an effective way to teach traditional subject matter? Why or why not?**

**LINKS:**
**http://www.cnn.com/US/9902/02/farms/index.html**
**http://www.usda.gov/**
**http://www.agclassroom.org/kidscorn/agquest.htm**
**http://www.farmaid.org/**

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**EDITOR'S NOTE:**
**farming**
**cooperative**

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# CNN NEWSROOM Guide

**July 11, 2000**

**Don't forget, CNN NEWSROOM airs all summer long. Tape segments throughout the summer to build a new video archive.**

**---------- PROGRAM RUNDOWN ----------**

**STORY ...SEGMENT...PROGRAM**

**CNN NEWSROOM OPEN ... 01:30... 01:30**

**TODAY'S NEWS ... 00:30...02:00**

**Top Story ... 05:35...07:35**
**-CNN NEWSROOM reviews some of the events that led-up to this week's peace talks.**
**-Israel's President Barak meets with Egypt's President Mubarak.**

**In the Headlines ... 02:40...10:15**
**The 13th World AIDS Conference is being held in South Africa.**

**DAILY DESK ... 00:30...10:45**

**Health Desk ... 03:00...13:45**
**U.S. lawmakers are concerned that generic prescription drugs may be unsafe.**

**WORLDVIEW ... 00:30...14:15**

**Top of the World ... 03:25...17:40**
**Amnesty International publishes its annual report on human rights violations.**

**Political Front ... 03:05...20:45**
**Cuba's government teaches its children to appreciate communism.**

**Political Front ... 02:40...23:25**
**Cuba provides free medical training for international students.**

**NEWS CHRONICLE ... 00:35...24:00**

**Turner Website Information ... 00:45...24:45**
**Information on the CNN NEWSROOM Daily Classroom Guide**

**At Issue: Mideast Peace ... 02:50...27:35**
**Over the years, U.S. presidents have tried to facilitate peace in the Middle East.**

**CNN NEWSROOM CLOSE ... 00:25... 28:00**

**---------- CNN NEWSROOM STORIES ----------**

**CNN NEWSROOM OPEN**

**TODAY'S NEWS**

**Top Story: Mideast Peace**

**1.Who is Ehud Barak? What is a "no-confidence vote"? Why did members of Mr. Barak's coalition government call for a no-confidence vote? What were the results of the vote? Do you think this crisis in the Israeli government will affect the upcoming peace summit? Explain.**

**2.Why do lawmakers in parliamentary democracies enact no-confidence votes? Is there an equivalent of a no-confidence vote in the U.S.? Explain to students that in the U.S., congressional elections, which are held every two years, can be a referendum on a president's performance. Have students consider how a poor performance on the part of a president can affect the outcome of a congressional election, and influence the balance of political power in the U.S. House and Senate. Then, have students consider the benefits and drawbacks of both the parlimentary no-confidence vote and the U.S. congressional elections.**

**3.What are the Oslo Peace Accords? Why did the peace process stall after the signing of these accords? How has the election of Mr. Barak influenced the progress of the peace process? Who is Yasser Arrafat? How has his role in the Mideast peace process evolved during the last 20 years? What are the most contentious issues that remain between the Israelis and the Palestinians? Why do some people feel that this week's talks may be "a last chance for peace"? Do you agree? Why or why not?**

**4.Why do you think Mr. Barak met with Egyptian President Hosni Mubarak? Do you think this meeting will impact the outcome of the summit? Why or why not? Why do you think many Arabs have low expectations about these peace talks? According to Arab observers, what must the summit leaders do to negotiate effectively?**

**5.Refer students to library and online resources to learn about Egypt's role in the Mideast peace process, including the Camp David Accords. How have Egypt's relationships with its neighboring nations changed since the Camp David Accords? What, if anything, might President Mubarak do to help this week's peace talks succeed?**

**6.Many people "doubt the Camp David summit will succeed, at the same time they don't expect it to be a complete failure, because they believe the consequences of failure are too costly to contemplate." Ask students to discuss the meaning of this quote. What might happen if Israel and Palestine are unable to achieve peace? Have each student select an Israeli-Palestinian issue, such the borders of a future Palestinian state, the fate of Jerusalem, or the status of Palestinian refugees. Then, instruct each student to write an essay predicting how the Middle East and the international community might be affected if the issue cannot be resolved. Have students share their essays and discuss.**

**LINKS:**
**http://www.cnn.com/2000/WORLD/meast/07/10/mideast.summit.04/index.html**
**http://www.cnn.com/WORLD/struggle_for_peace/key.players/groups.html**
**http://www.state.gov/www/regions/nea/peace_process.html**
**http://metalab.unc.edu/sullivan/docs/CampDavidAccords.html**
**http://www.pna.net/**
**http://www.info.gov.il/eng/mainpage.htm**
**http://menic.utexas.edu/menic/**
**http://www.columbia.edu/~sa176/mco105/105_sam1.htm**

**In the Headlines: AIDS Conference**

**1.Where is the 13th World AIDS Conference being held? What is the goal of the conference? According to President Thabo Mbeki what factors have contributed to the spread of AIDS in Africa? Do you agree with President Mbeki? Explain.**

**2.What is the difference between HIV and AIDS? What is the leading cause of death in sub-Saharan Africa? How many children and adults in this region are living with HIV? How is the AIDS epidemic affecting the economies and communities in sub-Saharan Africa?**

**3.How much money is needed to prevent the spread of HIV and AIDS throughout the world? How is the AIDS epidemic in Africa impacting the global community? What public health measures do you think are needed to prevent the spread of the AIDS epidemic? Do you think public service announcements and in-school education programs are effective? Why or why not?**

**4.As a class, discuss the physical and psychological impact of HIV and AIDS. Then have each student use drawing supplies, magazines and other print material to create a collage that depicts the human suffering and tragedy caused by the AIDS epidemic.**

**5."As the HIV/AIDS epidemic has worsened, so have estimations of its effect on African economies." Direct students to print and online resources, including the websites below, to learn more about the epidemic's economic impact on individuals, families, and communities in different African nations. Have students consider factors such as labor supply issues and population growth rates. After students present their findings, ask them what do you think might happen to Africa's economy if the AIDS epidemic continues.**

**LINKS:**
**http://www.cnn.com/SPECIALS/2000/aids/**
**http://www.cnn.com/2000/HEALTH/AIDS/07/10/aids.mother/index.html**
**http://www.aids2000.com/**
**http://www.unaids.org/**
**http://www.who.int/asd/first.html**

**EDITOR'S NOTE:**
**compromise**
**reconciliation**
**truth**
**Arab world**
**comprehensive solution**
**HIV**
**AIDS**
**economic implications**

**DAILY DESK**

**Health Desk: Imported Drug Danger**

**1.What are generic prescription drugs? How much money is generated by the prescription drug market? Why are generic drugs less expensive than brand-name prescription drugs? How much has the U.S. generic drug market grown since 1981?**

**2.What percentage of generic prescription drugs is manufactured oversees? What is the role of the U.S. Food and Drug Administration (FDA) in generic drug manufacturing? Why are U.S. lawmakers concerned about the safety of generic drugs?**

**3.Refer students to multimedia resources, including the websites below, to learn more about the FDA and the history of drug regulation in the U.S., including the drug patent process**

and the 1988 Prescription Drug Marketing Act. After students present their findings, pose the following questions: What challenges do you think the FDA faces in terms of monitoring the prescription drug market? In your opinion, is the FDA to blame for the counterfeit prescription drug problem in the U.S.? Why or why not? Have students draw upon their research to write letters to the congressional investigator suggesting ways the U.S. government might improve its ability to monitor oversees drug makers and the quality of generic drugs. Have students share their letters with the class and discuss.

4.Direct students to online resources to create a list of common brand-name prescription drugs and their generic equivalents. Then invite a pharmacist to your class to talk about the different uses for these drugs, and the benefits and drawbacks of using generic prescription drugs. Also, ask the pharmacist to talk about how pharmacists, the pharmaceutical industry as a whole, and consumers are being affected by counterfeit prescription drugs. Following the presentation, ask students: Have you ever encountered any problems using generic prescription drugs? If so, explain. Given what you now know about generic prescription drugs, would you use a generic prescription drug in the future? Why or why not?

LINKS:
http://pharminfo.com/drg_mnu.html
http://www.tevausa.com/factsabout.html
http://www.fda.gov/cder/about/faq/default.htm#3
http://www.ftc.gov/bcp/conline/pubs/health/generic.htm
http://www.verity.fda.gov/search97cgi/s97_cgi.exe?action=View&VdkVgwKey=http%3A%2F%2F

EDITOR'S NOTE:
generic
active ingredients
U.S. Food and Drug Administration
counterfeit
Forensic Chemistry Center
prescription drugs

WORLDVIEW

Top of the World: Amnesty Report 2000

1.What is Amnesty International? What are human rights? What constitutes a violation of human rights? Give examples. Do you think using the death penalty as a consequence for a capital offense is a violation of human rights? Why or why not? Why is it important to have laws that protect human rights?

2.What is the purpose of Amnesty International's annual report? How many countries were examined for the year 2000 report? What are some of the report's significant findings? Using a world map, have students place pins in all the areas in which Amnesty International is now contesting human rights conditions. Color-code the pins based on the types of violations. If necessary, refer students to the first two websites below for additional information about the report and its findings. Then as a class, have students identify whether or not there is a global pattern of human rights violations.

3.Divide your class into several groups. Have each group refer to the third website below to prepare a presentation about an Amnesty International human rights campaign ( Note: This site contains content that may be disturbing to younger students. Its content may be inappropriate for some classes. Please preview its content before assigning ). Instruct each group to identify the goal of its campaign, the methods used by Amnesty International to achieve these goals, and the strengths and weaknesses of the

campaign. Following the presentations have each group write a letter to Amnesty International in which it expresses its viewpoints about the campaign.

LINKS:
http://www.cnn.com/2000/WORLD/europe/06/14/amnesty.report.02/
http://www.web.amnesty.org/web/ar2000web.nsf/
http://www.amnesty.org/

Political Front: Cuba March

1.What is Cuba's political system? When and under what circumstances was this form of government instituted in Cuba? Who was Che Quevara? How does the Cuban government teach its children about communism?

2.How does communism differ from other political systems? Group students. Have each group prepare a presentation about the origin and tenants of one political system, such as democracy, autocracy, fascism, imperialism, monarchy, and socialism. After the presentations, have students identify the intrinsic values and the benefits and drawbacks of each system.

3.Do you think it's important for children to develop an appreciation for their country's political system? Why or why not? Have students identify the political systems of different countries. Then challenge each student to select one of the countries, and through multimedia research and personal interviews, identify examples of how children in the country are taught the principles of their nation's political system. Have students consider how these principles are promoted in school, in sports, in extracurricular activities, at community events, and in the home. After students share their findings, ask them whether or not they think these methods of promotion are based in education or indoctrination.

LINKS:
http://www.cubaweb.cu/Cub_ing/index.asp
http://www.hartford-hwp.com/archives/43b/index.html
http://www.lataminfo.com/
http://dspace.dial.pipex.com/town/street/pl38/sect2.htm

Political Front: Cuba Doctor Training

1.Where is the Latin American School of Medical Sciences located? Which nations are sending students to this school? What is the one requirement that the international students must agree to if they are to study medicine in Cuba?

2.Why has President Fidel Castro invited a dozen black American students to study medicine in Cuba? Why is this gesture politically significant? Why do you think President Castro is allowing international students to study medicine for free in Cuba?

3.Direct students to use multimedia resources, including the websites listed below, to research the political and social impact of the Cuban Revolution. Instruct students to identify how the revolution affected Cuba's relationship with the international community, including the U.S. After students present their findings, facilitate a discussion about how this program might impact Cuba's image and relations abroad. Then, have your class conduct a debate about whether or not the U.S., Latin American and African governments should allow their citizens to study medicine in Cuba.

LINKS:
http://www.cnn.com/2000/WORLD/americas/06/11/cuba.doctors/
http://www.afrocubaweb.com/BlackCaucus.htm
http://www.infoplease.com/ipa/A0107443.html

**http://www.hartford-hwp.com/archives/43b/index-c.html**
**http://library.advanced.org/tq-admin/month.cgi**

**EDITOR'S NOTE:**
**human rights**
**sectarian**
**anachronistic**
**altruism**
**diplomacy**

**NEWS CHRONICLE**

**At Issue: Mideast Peace**

**1.Which American president was involved in the 1978 historic meeting at Camp David? What was the result of this meeting? How did the Camp David Accords impact the public's perception of President Carter?**

**2.To what extent does a U.S. president's success in dealing with Middle East issues influence the American voters' perceptions of a president? Give an example. Why do you think this is so? Is achieving peace in the Middle East important to you? Why or why not? Will the outcome of the upcoming Mideast summit influence your opinion of President Clinton? Explain.**

**3.What has been America's role in the Mideast peace process? Divide your class into six groups. Refer groups to the first website below to learn about the key Mideast peace events that have occurred since the signing of the Oslo Accord in September, 1993. Have each group select one of the Mideast peace events listed on the website. Then have each group prepare a role play that summarizes the event, its impact on each of the nations involved, and its impact on the evolution of the Mideast peace process. Direct students to research the key people involved in the event, and use these individuals as characters in the role play. Following the role plays, have students consider why the U.S. has been concerned about achieving peace in the Middle East. Ask students: In your opinion, is U.S. involvement necessary to achieve peace in this region of the world? Why or why not?**

**LINKS:**
**http://www.cnn.com/2000/WORLD/meast/07/10/mideast.chrono.reut/index.html**
**http://www.cnn.co.uk/SPECIALS/1998/israel/**

**EDITOR'S NOTE:**
**Camp David**
**Middle East**
**Mohamed Anwar El Sadat**
**Yasser Arafat**
**Yitzhak Rabin**
**Jimmy Carter**
**Ronald Reagan**
**George Bush**

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# CNN NEWSROOM Guide

**July 12, 2000**

**Follow this year's political topics by watching CNN NEWSROOM's "Democracy in America" series, every Tuesday.**

**---------- PROGRAM RUNDOWN ----------**
**STORY ...SEGMENT...PROGRAM**

**CNN NEWSROOM OPEN ... 01:10... 01:10**

**TODAY'S NEWS ... 00:30...01:40**

**Top Story ... 05:45...07:25**
**-Peace talks between Israel and Palestine begin at Camp David.**
**-Many Palestinians are skeptical about the peace process.**

**In the Headlines ... 02:25...09:50**
**The debate over digital music copyrights moves to Capitol Hill.**

**DAILY DESK ... 00:25...10:15**

**Business Desk ... 02:45...13:00**
**Experts advise travelers to use different forms of money on their overseas vacations.**

**WORLDVIEW ... 00:25...13:25**

**Political Front ... 03:30...16:55**
**Women from around the world attend a symposium on human rights.**

**Around the World ... 02:40...19:35**
**Cyberterrorists threaten global security.**

**Information Please ... 02:45...22:20**
**Scientists search for ghosts at London's Hampton Court.**

**NEWS CHRONICLE ... 00:25...22:45**

**Driving School ... 04:55...27:40**
**Auto racer Skip Barber establishes a chain of auto racing schools.**

**CNN NEWSROOM CLOSE ... 00:20... 28:00**

**---------- CNN NEWSROOM STORIES ----------**

**CNN NEWSROOM OPEN**

**TODAY'S NEWS**

**Top Story: Mideast Peace**

**Which world leaders are participating in the Camp David summit? What is the purpose of the summit? Why are these talks necessary at this point in time? What is the role of the U.S.? What work was accomplished during the first day of the summit? What is the next key step in the peace negotiation process?**

**Have students work in groups to research the history of the peace talks between Israel and Palestine. Students can use the following questions to guide their research: How many summits have been held? Who have been the key players? What are the main issues? What is the political significance of the West Bank? What offers and concessions have the Israelis and Palestinians each brought to the negotiating table? What promises have been made? Which ones have been kept? Instruct students to refer to their research to create political cartoons that illustrate the development of the peace process.**

**How do Mr. Arafat and Mr. Barak feel about initiating direct talks? Why do you think their feelings differ? What measures has President Clinton taken to promote an atmosphere that is conducive to making peace? According to summit observers, what two things must Mr. Arafat and Mr. Barak do in order for the summit to be successful? Do you think these expectations are realistic and achievable? Why or why not?**

**How do many Palestinians feel about the Camp David peace summit? Do you think these feelings are justified? Explain. Do you think the Palestinian's "demands for progress" could impact Mr. Arafat's ability to negotiate peace with Israel? Explain.**

**Divide the class into two groups, and have each group choose to research the Mideast situation from the perspective of either Mr. Barak and the Israeli people, or from the perspective of Mr. Arafat and the citizens of Palestine. Instruct groups to find out what the leaders and the citizens expect to get from the peace talks. Have groups make formal presentations of their findings. Challenge each student to choose one perspective and write a newspaper editorial on the peace talks from the Israeli or Palestinian point of view.**

**LINKS:**
**http://www.cnn.com/2000/WORLD/meast/07/11/mideast.summit.04/index.html**
**http://cnn.com/WORLD/struggle_for_peace/**
**http://menic.utexas.edu/menic/**
**http://www.knesset.gov.il/israel.htm**
**http://www.pna.net/**

**In the Headlines: Napster on the Hill**

**What is Napster? What does Napster enable Internet users to do? Why has the band Metallica filed suit against Napster and other music downloading services? What are the benefits and drawbacks of Napster for musicians and music distributors? Do you think the lawsuit will stop Internet users from downloading music for free? Why or why not?**

**What is the purpose of the congressional hearing? According to the video, though lawmakers are concerned about protecting the music industry, "they are also reluctant to pass new laws that could burden consumers and stifle promising technology." What is the meaning of this statement? In your opinion, does government regulation enhance or restrict new technology? Explain.**

**What is "Internet music piracy"? Have students consult the Internet or other resources to learn more about copyrights and their role in protecting music and other artistic creations. Share student findings. What is "intellectual property"? How is it different from one's personal property? Do you think downloading music without paying for it is "stealing"? Why or why not? After the class discussion, instruct each student to write a letter to the Senate Judiciary Committee stating his/her position on the Napster issue. Each student should also propose a resolution for the issue. After students share their letters with the class, discuss the benefits and drawbacks of the proposed resolutions.**

**LINKS:**
**http://www.cnn.com/2000/ALLPOLITICS/stories/07/11/napster.hearing/index.html**
**http://www.artistsagainstpiracy.com/html/main.htm**
**http://live.altavista.com/scripts/editorial.dll?efi=900&ern=y&ei=1818957**
**http://www.whatiscopyright.org/**

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**EDITOR'S NOTE:**
**Yasser Arafat**
**Ehud Barak**
**cede**
**peace process**
**moment of promise**
**symbolism**
**Napster**
**piracy**

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**DAILY DESK**

**Business Desk: Summer Credit**

**In what way can using credit cards overseas save money? Why are those savings shrinking? What are "foreign exchange transaction fees"? What are some of the percentage amounts of these fees that some banks are charging their overseas customers?**

**Despite the rising fees, why do consumer advocates still rate credit cards as a better purchasing method than traveler's checks? What do they recommend travelers use if they need to access more cash while on vacation? What advice do they have for infrequent travelers? Why is notifying your credit card company of your travel plans a good idea, especially if you don't travel often?**

**We often hear talk in the news of a "strong" or a "weak" dollar overseas. Challenge your students to find out what this means, and have them share their findings. Discuss how a strong dollar could impact foreign exchange transaction fees, and whether a "strong" or a "weak" dollar is good for American travelers.**

**Divide your class into groups, and challenge each to plan the financial details of a specific European vacation. Have each group choose its destination, method of travel, length of stay, accommodations and transportation, etc. Then direct each group to conduct research to itemize its projected expenses and determine what forms of money its members will take on this trip, and in what percentages. For example, what percentage of the group's trip fund will be taken in cash? Have each group locate the most up-to-date exchange rate for its chosen country's currency. Will the group convert to its chosen country's currency before leaving the U.S., or once it gets there?**

**Have each group present its trip budget and financial plan to the class, in writing. Ask a local travel agent to evaluate each of the budgets and plans, and offer smart traveler tips for getting the most for one's money while on vacation.**

**LINKS:**
**http://www.bankrate.com/brm/news/cc/20000403.asp**
**http://www.oanda.com/converter/travel?user=twenj&lang=en**
**http://www.twenj.com/moneyand.htm**

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**EDITOR'S NOTE:**
**exchange rates**

**currency exchange**
**traveler's checks**

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**WORLDVIEW**

**Political Front: Women's Symposium**

**What was the purpose of the New York symposium? How are the rights of women being violated throughout the world? Which U.N. member nations have failed to enact the international standards that protect the rights of women? Why do you think this is so? What action can the governments of these member nations take to guarantee and protect women's rights?**

**Why is the New York conference being referred to as "Beijing Plus Five"? What was purpose the 1995 Beijing conference? Why are some women's rights activists concerned about the impact of the New York conference? Do you think their concerns are justified? Explain.**

**What are gender roles? How do the roles of men and women differ in different nations? Why do you think violence and discrimination against women occurs? What, if anything, is being done in your country to address these issues and to protect women's rights? Do you think it is important to advance the rights of women? Why or why not? Give an example to support your opinion.**

**Which nations are genuinely committed to advancing the lives of women? In what areas have the rights of women progressed since the Beijing conference? Divide your class into small groups to conduct research to learn more about the goals of the Beijing conference. Have each group choose one nation and research its action plan for implementing these goals. Reconvene the class and instruct students to compare the plans from country to country. What are some obstacles to implementing the different plans? If these national programs are successful, how might life be different in these countries? Discuss.**

**LINKS:**
**http://www.un.org/womenwatch/confer/index.html**
**http://www.un.org/womenwatch/daw/cedaw/cedawc2000II2.pdf**
**http://www.un.org/womenwatch/daw/cedaw/**
**http://www.cnn.com/2000/US/06/04/women.conference/**

**Around the World: Cyberterrorism**

**What is "cyberterrorism"? What is a "hacker"? What are some examples of cyberterrorism that have occurred in the U.S.? How frequently is the U.S. Pentagon the target of illegal hacking attempts? Why?**

**How prevalent is cyberterrorism in the U.S.? In your opinion, is cyberterrorism different from other forms of terrorism? Explain. What are some of the different reasons that people engage in cyber attacks? What is the international community doing to address cyberterrorism? Why might it become more difficult to prevent cyberterrorism in the future?**

**Refer students to multimedia resources, including the websites below, to learn more about cybercrime. Divide your class into small groups. Challenge each group to identify an instance of cyberterrorism that has occurred during the last two years. Have each group determine the actual and potential impact of the incident and how authorities addressed the problem. Following the presentation, ask students: What should be the legal consequences for cyberterrorism? In some instances, cyberterrorism has been carried out by teenagers. Do you think minors should be subject to the same legal consequences as adult cyberterrorists? Explain.**

**LINKS:**
**http://www.cnn.com/TECH/specials/hackers/**
**http://cnn.com/TECH/specials/hackers/related.sites/**
**http://www.fbi.gov/nipc/cybernotes.htm**
**http://www.cybercrimes.net/**

**Information Please: Ghost Hunters**

**Where is Hampton Court located? What is the legend of Hampton Court? Who is Dr. Richard Wiseman? What type of research is he conducting at Hampton Court? What are some of the alleged physical signs that suggest ghosts exist? Do you think Dr. Wiseman's research methods are scientifically sound? Why or why not? Do you believe in ghosts? Explain.**

**Dr. Wiseman practices a field of science called "parapsychology." Parapsychology is "the scientific and scholarly study of certain unusual events associated with human experience." Direct students to online resources, including the last two websites blow, to learn more about the field of parapsychology. Group students. Have each group prepare a presentation about the origin and evolution of one of the following areas of parapsychological research:**
***Telepathy**
***Precognition**
***Clairvoyance**
***Extra-sensory perception (ESP)**
***Psychokinesis (PK)**
***Bio-PK**
***Near death experience (NDE)**
***Out-of-body experience (OBE)**
***Reincarnation**
***Haunting**
***Poltergeist**
***Psi**
**After the presentations, ask students: Why is parapsychology still considered a controversial science? Do you think parapsychology is a legitimate science? Explain.**

**LINKS:**
**http://phoenix.herts.ac.uk/pwru/RWhomepage.html**
**http://www.thehistorynet.com/BritishHeritage/articles/1999/03992_text.htm**
**http://www.parapsych.org/**
**http://www.rhine.org/**

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**EDITOR'S NOTE:**
**symposium**
**human rights**
**cyberterrorism**
**hacker**
**Hampton Court**
**parapsychology**

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**NEWS CHRONICLE**

**Driving School**

**Who is Skip Barber? What type of schools does he own? When and why did he open his first school? The price of courses at a Skip Barber school range from $495-$2,595. Do you think these fees are reasonable? Why or why not?**

**What is "Formula One" auto racing? How does it differ from other types of professional auto racing? Why is driving a race car difficult? What skills do students learn at Mr. Barber's driving schools? How might these skills be useful off the race track, in areas such as business?**

**If your students have taken drivers education classes, have them compare their experiences to Mr. Barber's training program. How is driving a racing car similar to driving a domestic car? Do you think driver education programs are essential? Explain.**

**Do you enjoy watching auto racing? Why or why not? Inform students that auto racing is the fastest-growing spectator sport in the U.S. Then have students review the websites below and other resources to learn more about racing and its impact on the sports world and on the economy. Discuss some reasons for the sport's popularity. What other industries and businesses are benefiting from this growing sport?**

**According to Mr. Barber, why has running his business been difficult? What factors have contributed to Mr. Barber's success? Point out to students that one of the reasons Mr. Barber has been successful is because he chose an occupation that is related to his talents and interests. Have each student create a list of his/her interests and abilities. Next refer students to their guidance counselor, library, and online resources, to identify vocational opportunities that are related to their abilities and interests. Then, for each vocational field, have students find out what education and training is required, as well as what job opportunities are available. Have students present their research in essays or presentations.**

**LINKS:**
**http://www.skipbarber.com/**
**http://espn.go.com/auto/**
**http://www.nascar.com/**

**http://www.stockcarracing.com/index.html**
**http://click.go2net.com/click?clickurl=http%3A%2F%2Fautoracing%2Eabout%2Ecom%2Fmsub**

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**EDITOR'S NOTE:**
**Formula One auto racing**
***Skip Barber***

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# CNN NEWSROOM Guide

**July 13, 2000**

**CNN NEWSROOM and the Daily Classroom Guide are here for you, all summer long! Archive programs and guides for use with your students this fall!**

**---------- PROGRAM RUNDOWN ----------**
**STORY ...SEGMENT...PROGRAM**

**CNN NEWSROOM OPEN ... 01:30... 01:30**

**TODAY'S NEWS ... 00:35...02:05**

**Top Story ... 05:10...07:15**
**-Mideast leaders conclude their second day of meetings at Camp David.**
**-Many Israelis are divided about the issue of Mideast peace.**

**In the Headlines ... 02:15...09:30**
**Russia launches a crucial International Space Station module.**

**DAILY DESK ... 00:30...10:00**

**Science Desk ... 02:55...12:55**
**An effort is underway to archive today's web pages for future generations.**

**WORLDVIEW ... 00:30...13:25**

**Communication Transformation: Biometrics ... 07:55...21:20**
**Biometric identification devices are causing controversy.**

**Taking Care of Business ... 03:15...24:35**
**The cyber revolution is helping to boost Hong Kong's property market.**

**NEWS CHRONICLE ... 00:30...25:05**

**Tech Whiz Kid ... 02:30...27:35**
**13 year old Lissa Daniels is being hailed as a "tech whiz kid."**

**CNN NEWSROOM CLOSE ... 00:25... 28:00**

**---------- CNN NEWSROOM STORIES ----------**

**CNN NEWSROOM OPEN**

**TODAY'S NEWS**

**Top Story: Mideast Peace**

**Who are Ehud Barak and Yasser Arafat? What is the United States' role in the Camp David negotiations? Why are these talks necessary at this point in time? What work was accomplished**

**during the second day of the summit?**

**Why is the U.S. concerned about Israel's increased cooperation with China? Do you think these concerns are warranted? Why or why not? Why do you think Israel decided to cancel its plans to sell an airborne radar system to China? Do you think this decision will impact the peace negotiations? Explain.**

**What are the major issues in dispute between Israel and Palestine? What is Ehud Barak's "land for peace deal"? How do many Israeli citizens feel about Ehud Barak's negotiation strategy? What is the Liberal Peace Now movement? Why are its members demonstrating the peace talks? Do you think the dissenting Israeli citizens will impact the peace negotiations? Explain.**

**Direct students to multimedia resources to create a timeline that depicts the events that brought about the creation of Israel, and the ensuing conflicts in the Mideast region. After students review the timeline, ask them if they agree with President Clinton's assertion, that a final accord between Israel and Palestine "is necessary for a broader peace in the Middle East."**

**Have students review the history of America's involvement in the Middle East peace process. Why do you think the U.S. has a vested interest in securing peace in this region? Do you think the outcome of these negotiations will impact Mr. Clinton and his legacy? Explain.**

**A final pact would attempt to settle the issues of refugees, water, borders, settlements and the status of Jerusalem. Refer groups of students to multimedia resources, including the websites below, to investigate these issues from either the Israeli or the Palestinian perspective. After groups share their findings, ask: What are the priorities for each side? What does each side view as the biggest obstacle to peace in this region? Do you think the Israelis and Palestinians will be able to compromise on these issues? Why or why not? Challenge the class to speculate as to whether President Clinton's September peace agreement deadline can be met.**

**Point-out to students that at home and abroad, Israeli President Ehud Barak has been criticized for his philosophy of "land for peace" with the Palestinians. Palestinian President Yasser Arafat has also been criticized by Israel and others for his lack of control over Palestinian extremists who were accused of launching terrorist attacks against Israelis. Ask students to consider how the peace process has become a test of credibility for both of these leaders. Generate a class discussion about the huge sacrifices that will have to be made by each leader if a lasting peace is to be achieved. What are the possible political repercussions in both countries if their efforts are unsuccessful in the long-run? Discuss.**

**LINKS:**
**http://www.cnn.com/2000/WORLD/meast/07/12/mideast.summit.03/index.htmlz**
**http://www.cnn.com/2000/WORLD/meast/07/12/israel.china.radar.02/index.html**
**http://www.cnn.com/WORLD/struggle_for_peace/**
**http://menic.utexas.edu/menic/**
**http://www.odci.gov/cia/publications/factbook/is.html**
**http://www.pna.net/**

**In the Headlines: Space Launch**

**What is the purpose of the International Space Station (ISS)? How many nations are involved in the ISS project? Why is the ISS project two years behind schedule? What is "Zvezda"? Who built**

this module? Why was yesterday's launch crucial to the success of the ISS? Assuming Zvezda is able to dock with the ISS, what will be the next phase of the ISS project?

Why is the ISS project two years behind schedule? What problems have the delays caused? How have those involved in the ISS project been able to overcome these problems? In your opinion, what economic, political and personal risks are associated with the ISS project? Do you think the ISS is worth these risks? Why or why not?

Refer students to the websites below to learn more about the history and future of the ISS. Then, inform students that NASA officials are calling the ISS a "significant step" in human history. Ask students to consider how the ISS may usher in a new "age of exploration." Generate a class discussion about what people have learned about themselves and their world during the exploration of the Earth's continents and oceans. What might people hope to learn about themselves and their universe in a new age of exploration in space? Challenge each student to write a short story set in the year 2020 describing the knowledge humans have attained as a result of the space station's mission.

LINKS:
http://www.cnn.com/2000/TECH/space/07/12/space.station.launch.01/index.html
http://spaceflight.nasa.gov/index-m.html
http://www.boeing.com/defense-space/space/spacestation/

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EDITOR'S NOTE:
Liberal Peace Now
Palestine
Israel
Western Wall
secular state
orbit
Zvezda
vanguard

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DAILY DESK

Science Desk: Saving the Internet

Why is The Internet Archive interested in collecting old websites? How does it glean sites from the Internet? What is the scope of this project? How does it compare to the information stored at the Library of Congress? How do you think The Internet Archive chooses the sites it will archive?

Do you think the content and appearance of these websites will benefit people in the future? Why or why not? How do you think this information might be used? How do you think website-posting companies and individuals feel about archiving their web pages? Explain. What other forms of communication have historians studied? In what ways have those archives helped them learn more about the past and its culture?

Anthropology is a social science that explores the ongoing development of humanity. Anthropologists employ scientific methods to their research as they piece together the story of human development. Often, ordinary, everyday items can be used by anthropologists to learn

about a past society. To understand the importance of everyday information and objects in piecing together the history of a people, place, or time, have students design a collage of items they feel would explain who they are and the time in which they live. The collage may consist of photos, news articles, written stories and artifacts such as a report card, favorite toy, letter, etc. Remind students that their collage is being discovered in the future, so they should choose items that will best represent themselves and their society without the opportunity of being explained. After creating their collage, have students:
*present their collage to the class;
*explain each item's significance;
*explain how they think their collage may be interpreted by an anthropologist of the future in trying to learn about their life and culture.
After each student has presented their collage, have students discuss the answers to the following questions:
*Do you think people today would consider these items significant?
*Do you think archaeologists of the future will consider these items significant?
*Was there a particular item or type of item common to several students?
*In what way could this item be significant in helping people of the future understand our culture?
*What do you think people would think about our culture if the only remaining artifacts or viewpoints were from famous people?
Using the findings from this discussion, have students draw conclusions about the significance of archiving past and present web pages toward creating an accurate human legacy.

LINKS:
http://members.home.net/eliseabram/archres.htm
http://www.mztv.com/whycollect.html
http://www.rom.on.ca/digs/munsell/
http://www.emory.edu/CARLOS/ODYSSEY/NEAREAST/arch.html
http://www.thirteen.org/archive/tenement/floorboards.html

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EDITOR'S NOTE:
Internet

archive

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WORLDVIEW

Communication Transformation: Biometrics

What is biometrics? Why is biometrics controversial? What are some of the different types of biometric devices? How are governments and businesses using these devices?

Have you ever used a biometric identification device? If so, what is your opinion of the device? Do you think biometric devices are better than traditional personal identification systems? Why or why not?

Refer students to the websites below to learn more about biometric science and the different types of biometric identification devices. Divide your class into small groups. Have each group prepare a

presentation about an identification device. Instruct each group to identify the personal information required to use the device, how the device is being used by governments, businesses, and individuals, and the benefits and drawbacks of the device. After the presentation ask students whether or not they would feel comfortable using these biometric devices.

In the video we learn that Barry Steinhardt, an expert on privacy issues in technology, believes that biometrics is advancing faster than the legal issues it will impact. He states that "We need to be very careful about the power of what this technology, especially the power of DNA." As a class, discuss the meaning of Mr. Steinhardt's statement and create a list of legal issues that might evolve as a result of biometric technology. Then, challenge small groups of students to identify safeguards and legal measures that could be put into place to protect people's privacy and civil liberties. After students share their ideas, ask students: Is the potential loss of freedom worth the protection biometric science provides to the average citizen? Have students give examples to support their positions.

LINKS:
http://biometrics.cse.msu.edu/links.html
http://www.biometric.freeserve.co.uk/index.htm
http://www.cnn.com/2000/TECH/computing/06/29/password.obsolete.idg/index.html
http://www.digitalpersona.com/
http://www.idg.net/go.cgi?id=13176
http://www.idg.net/go.cgi?id=278978

Taking Care of Business: Cyberscrapers

Where is "Silicon Alley" located? Why has this area been dubbed as Silicon Alley? Who in Hong Kong is benefiting from the development of Silicon Alley? How do you think the influx of new technologies will impact Hong Kong?

How do new businesses impact communities? Challenge students to identify examples of cities that are experiencing influxes of new businesses. Then have students create a flow chart that depicts how the influx of new industry affects different aspects of a community, such as real estate, traffic, and service industries.

What cities are home to some of the major business centers throughout the world? Why are these cities "hot business spots"? Have students identify the factors that business owners consider when deciding where to establish their company, such as tax rates and property values. Then, direct students to consider whether or not their city is conducive to recruiting new industry. Have each student issue a report card with his/her findings. What communities do you think might be the next hot business spots? Why?

LINKS:
http://www.cnn.com/ASIANOW/asiaweek/asiacities/hongkong.html
http://www.cnn.com/ASIANOW/asiaweek/magazine/2000/0609/biz.main.html
http://www.doc.gov/
http://www.mipim.com/

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EDITOR'S NOTE:
biometrics

**iris scan**
**DNA**
**Hong Kong**
**real estate**

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**NEWS CHRONICLE**

**Tech Whiz Kid**

**Who is Lissa Daniels? Why is she being touted as a "tech whiz kid"? What is HTML? How did Ms. Daniels come-up with the idea for her website? How does Ms. Daniels earn money from her website?**

**Locate Celebration, Florida on a U.S. map. Why is this city unique? What does the term "global community" mean? In your opinion, how is the Internet affecting the way people communicate and the notion of community? What are the benefits and drawbacks of these changes?**

**Direct students to the first URL below to critique Ms. Daniels' website. What skills and talents do you think Ms. Daniels has that enable her to develop and run her website? Why do you think her website is so successful? What is the "secret" of a great website? Ask students to create a list of their favorite business or educational websites. Then, have them review these websites and discuss why they are so appealing or successful. Also, instruct students to identify the websites' banner ads. As a class, consider the correlation between the websites and their sponsors, and whether students think banner ads are an effective way to advertise.**

**Divide your class into small groups. Challenge each group to develop an idea for a website, and to identify potential corporate sponsors for its site. Instruct groups to create mock webpages that illustrate their ideas. Have groups share their ideas with the class.**

**LINKS:**
**http://www.lissaexplains.com/**
**http://www.entreworld.org/**
**http://www.911websolutions.com/businessguide.htm**
**http://www.EntreWorld.org/Content/Glossary.cfm?Keywords=entrepreneur&x=48&y=10**
**http://www.cnn.com/images/webx/htmlhelp.htm**
**http://www.whizteens.com/**

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**EDITOR'S NOTE:**
**global community**
**HTML**
**banner ad**

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# CNN NEWSROOM Guide

**July 14, 2000**

**Biography docudramas are available, FREE, on Turner Classic Movies. Enroll now in TCM BY THE BOOK by faxing your name, school address, and phone number to TCM at (770) 739-7085.**

---------- PROGRAM RUNDOWN ----------
STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:20... 01:20

TODAY'S NEWS ... 00:30...01:50

Top Story ... 05:10...07:00
-CNN NEWSROOM reviews the events surrounding the Vietnam War.
-The U.S. and Vietnam announce a major trade deal.

DAILY DESK ... 00:30...07:30

Editor's Desk ... 04:50...12:20
Judge Michael Martone issues creative sentences aimed at making offenders more responsible.

WORLDVIEW ... 00:30...12:50

Top of the World ... 02:30...15:20
A cultural center is established in Chechnya.

Artistry in Action ... 02:50...18:10
Sumo wrestler Konishiki tries his hand at being a rap artist.

Culture Watch ... 02:50...21:00
The Shaolin monks of Beijing take their martial arts show on tour.

Check it Out ... 02:50...23:50
Paper cutting is a dying Chinese art.

Turner Website Information ... 00:45...24:35
Information on the CNN NEWSROOM Daily Classroom Guide

NEWS CHRONICLE ... 00:25...25:00

Harry Potter Tour ... 02:35...27:35
J.K. Rowling's new Harry Potter book is selling like hot cakes.

CNN NEWSROOM CLOSE ... 00:25... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

**TODAY'S NEWS**

**Top Story: Vietnam Trade**

**For how long have the U.S. and Vietnam had strained relations? Why? When did President Clinton begin the process of normalizing relations between the U.S. and Vietnam? What is the purpose of the "trade pact" between the U.S. and Vietnam? What is the status of this pact? Why do you think it has taken four years for the U.S. and Vietnam to sign a trade pact? In your opinion, how might enacting the trade pact affect the relationship between Vietnam and the U.S.?**

**What circumstances and events led to the war in Vietnam? How did the U.S. get involved in this war? How many Americans lost their lives in this effort? How did the war divide the U.S. and create hostility on the domestic front? When did the Vietnam War end? Have students consult online and other resources to learn more about the Vietnam War. After students share their findings, discuss the reason why this conflict is an emotional topic among many of those who served in the war, as well as among American civilians who lived through it.**

**According to supporters of normal trade relations with Vietnam, what American interests would benefit, and why? In spite of possible economic benefits, why do some congressional lawmakers oppose normal trade relations with Vietnam? What compromise might make a deal possible?**

**For years, many U.S. corporations have been lobbying for open trade with Vietnam. Why are these companies so interested in Vietnam? Refer groups of students to multimedia resources, including the websites below, to learn about Vietnam, its market and the potential trading opportunities between the U.S. and Vietnam. Have students address the following questions to guide their research:**
***What are some of Vietnam's natural resources?**
***What are some of Vietnam's major exports?**
***What goods and raw materials does Vietnam currently import from other countries?**
***What raw materials, goods and services does Vietnam need in order to expand its industries and improve the quality of life for its people?**
**After groups present their information, ask: What types of American businesses could successfully market their goods and services to the Vietnamese people? How do you think the establishment of American telecommunications, retail and banking businesses in Vietnam would impact Vietnam's economy, infrastructure, and citizens? Discuss.**

**What might be gained or lost by establishing a trade pact with Vietnam? How do different economic, political and social groups in the U.S. feel about this issue, and why? Divide your class into six groups. Have each group choose to represent one of the following interests in the U.S.: labor unions, farmers, telecommunications companies, veterans, human rights activists, and the Clinton Administration. Direct each group to research open trade with Vietnam from its chosen perspective. Have each group use its information to offer a formal presentation of its position and rationale. After all the presentations are finished, have each student write a position paper in response to the question: Should the U.S. Congress approve the trade pact with Vietnam?**

**LINKS:**
**http://www.cnn.com/2000/ASIANOW/southeast/07/13/vietnam.agreement.02/index.html**
**http://www.doc.gov/**
**http://www.vccisme.com.vn/**
**http://www.iccwbo.org/**
**http://hubcap.clemson.edu/~eemoise/bibliography.html/**
**http://www.lbjlib.utexas.edu/shwv/shwvhome.html**

http://www.teachvietnam.org/

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**EDITOR'S NOTE:**
**congressional review**
**communist**
**human rights**
**international policy**

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**DAILY DESK**

**Editor's Desk: Judge Profile**

**Who is Michael Martone? How is he unlike most of those in his profession? What did he do when a lawyer ignored the judge's request to turn off his cell phone? How do you feel about this sentence? What do you think of his judgment on the teens guilty of playing music too loudly? Have you ever played music so loudly that others had no choice but to listen to it as well? Have you ever thought about how that may conflict with their desire not to hear the music? Do you think that you should care about that? Why or why not?**

**Do you think that Judge Martone is too dramatic in his use of court to instruct teens about drunk driving and its consequences? Do you think that the technique is effective? Why or why not? If not, what do you think would be more effective in preventing people that are drinking from driving? Consider public service messages that you have seen or heard. Are they effective? Why or why not?**

**Do you think that Judge Martone should be prevented from continuing his unusual sentences and school-set courts? Why or why not? What is shame-based punishment? Do you think that the bumper stickers Judge Martone makes convicted drunk drivers place on their cars is a form of shame-based punishment? Do you think that shame-based punishment is effective? Explain your answers.**

**Students probably tend to think of court decisions as fines and jail time. This news story introduces the concept of creative sentences. Have students brainstorm a list of minor offenses, similar to the local noise ordinance infraction, in which the guilty party would disturb, but probably not endanger, others. These might include throwing trash on a roadway, parking in a handicapped spot, or cheating on a school test. Then divide them into small groups to come up with creative sentences that they believe would be effective. Have students discuss and explain their ideas in class.**

**This news story highlights the theme of personal freedom versus social responsiblity. Using examples from the story and from the list they generated in the previous activity, ask students to write essays in which they explore the following questions: Where does personal freedom end and social responsibility begin? When my personal freedom conflicts with someone else's personal freedom, how should I proceed?**

**EXTENSION: Challenge students to create a new public awareness program targeted at their age group to prevent drunk driving.**

**LINKS:**

http://www.courage2000.com/main.htm
http://www.fastcompany.com/online/20/blackrobe.html

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EDITOR'S NOTE:
judge
social responsibility
shame-based punishment
personal freedom
sentences

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WORLDVIEW

Top of the World: Russian Chechen Dancers

Where is Chechnya located? Why are the Chechens involved in a war with Russia? What is the purpose of Chechnya's cultural center? What are some of the horrors that Zuma experienced during the war? How has the cultural center been helpful to him?

What is culture? Do you think that the preservation of culture is important? Why or why not? Do you think the cultural center will benefit the Chechens and preserve their culture? Explain. If not, what other measures do you think should be taken?

Direct students to library and online resources to learn more about the war between Chechnya and Russia. Have students consider the following questions to guide their research:
*What is the recent history of the area?
*What was Chechnya like under Russian rule?
*Which Russian regions and republics attempted to gain independence when the Soviet Union collapsed? Why?
*Was the Chechen-Russian War a religious or political conflict?
*Why did the Russian government wait three years before it sent troops into Chechnya?
*What is the current status of the war?
Have students draw upon their research to create a timeline of the significant events in the history of the Chechen-Russian War. Then, as a class, discuss the benefits and drawbacks of Chechnya gaining its independence from Russia.

How does war impact culture? Help students compile a list of recent global conflicts, including the Chechen-Russian War. Divide your class into teams of 3-4 students and have each team choose one of the conflicts from the list. Direct each team to library and online resources to research the history of the conflict and the culture of the countries involved. Have each team consider how different aspects of the country's culture, such as its religion, music, art, politics, and media have been affected by war. Upon completion of their research, have teams present their findings to the class.

LINKS:
http://coombs.anu.edu.au/WWWVLAsian/VLCaucasus.html#Chechnya
http://www.amina.com/
http://www.russiatoday.com/news.php3?id=97290
http://www.cnn.com/SPECIALS/1998/09/crisis.russia/

**Artistry in Action: Singing Sumo**

**Who is Konishiki? Where was he born? What type of childhood did he have? What was his first career? How did he rank in that career? How long was his wrestling career? What is Konishiki's current career? Why has Konishiki decided to become a rap artist?**

**What questions would you ask in an interview with Konishiki? Is sumo wrestling related to rapping? If so, how? Do you think that people can have a variety of talents? Why or why not? Do you think that it would be better to focus on one talent? Explain.**

**Although Konishiki grew up poor, he had a happy childhood. He said, "We jumped in the ocean; we caught some waves, surfed some waves, did some boogey boarding, and I was satisfied for us as kids." What can you infer about this quote? If you were in Konishiki's shoes, would you have such a positive attitude? Why or why not? Based on Konishiki's success in one career and recent career change, what would you predict about his success as a rapper?**

**What are your talents or interests? Are they related? If so, how? Direct students to library and online resources to learn more about careers that are related to their talents and interests. Ask them to consider careers that would create a sense of fulfillment. After students have completed their research, have them create a list of the careers they investigated. As part of the list, students should identify the talents, long-term and short-term goals, the skills, knowledge and traits that are needed to succeed in these fields. Have students share their talents and goals with the class. Then, have them discuss the benefits of pursuing a career with fervor and zest as Konishiki has chosen to do. Are there drawbacks to having multiple careers? Explain.**

**LINKS:**
**http://www.ibm.park.org/en/index.html**
**http://ie.onza.net/2000/May/File532.shtml**
**http://www4.justnet.ne.jp/~worldwar/oozeki.eng.html**

**Culture Watch: Kung Fu Monks**

**Who are the Shaolin monks, and where do they live? What religion do they practice? What are martial arts? Why do the monks practice martial arts? What is the purpose of the Shaolin monks' performance? How do they combine traditional forms of martial arts with modern technology?**

**What people and/or places come to mind when you think of martial arts? What movies have you seen that depict people practicing martial arts? How are these people portrayed? What principles of martial arts are reflected in the movies? Are they an accurate portrayal of martial arts' goals, as you understand them? Why or why not?**

**Are martial arts popular in your community? Explain. If you participate in martial arts, share your experiences with the class. How have you benefited from practicing martial arts? What have you been taught are the fundamental principles of martial arts? Do you think these principles are important? Why or why not? Do you incorporate these principles into your daily life? Explain.**

**Instruct small groups of students to research martial arts. Have them write down the cultural, religious/spiritual, emotional, and physical aspects of the practices. Direct them to library and online resources, including those listed below. After students have completed their research, have**

**them consider the following: According to the Shaolin monks, martial arts are about "achieving a healthy body and a healthy mind." Conduct a classroom discussion in which students consider whether or not their martial arts research reflects the philosophy conveyed in the quote.**

**LINKS:**
**http://www.martialinfo.com/**
**http://click.go2net.com/click?clickurl=http%3A%2F%2Fchineseculture%2Eabout%2Ecom%2Fli**

**Check it Out: China Paper Cutting**

**Who is Li Ke and where is he from? What "dying" art form does he create? Why might the future of this art be in jeopardy? Where is Li Ke's art being displayed?**

**How does art contribute to a culture? Are there art forms, other than Chinese paper cutting, that are in jeopardy of becoming extinct? Explain. Do you think it is important to preserve traditional forms of art? Why or why not?**

**Divide students into small groups and have each group select a country. Then refer each group to multimedia resources to prepare a presentation about some of the traditional art forms that are associated with the country. Instruct students to consider the origin, evolution and future of these traditional art forms. Have groups present their findings, and discuss how this art has influenced the culture. If the art is in jeopardy of becoming extinct, have students identify why this is so. At the conclusion of each presentation, have students demonstrate one of the country's traditional forms of art to the class.**

**LINKS:**
**http://www.china-contact.com/www/art/papercutting.html**
**http://www.chinavista.com/culture/art/folkart/papercutting.html**
**http://www.taipei.org/teco/cicc/theater/English/Cpc.htm**
**http://www.geocities.com/Tokyo/Island/3268/papercut/history.html**
**http://click.go2net.com/click?clickurl=http%3A%2F%2Ffolkart%2Eabout%2Ecom%2Fmsubint9**

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**EDITOR'S NOTE:**
**Chechnya**
**cultural center**
**sumo wrestling**
**rap artist**
**Shaolin monks**
**martial arts**
**China**

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**NEWS CHRONICLE**

**Harry Potter Tour**

**Who is J.K. Rowling? Of what series of books is she the author? How does Ms. Rowling feel about being a celebrity?**

**How do the Harry Potter books differ from other children's classics, like "Wind in the Willows"**

**and "Winnie the Pooh"? Have you read any of the Harry Potter books? If so, what is your opinion of the books? What is your favorite book in the series? Why? Why do you think the Harry Potter series is so popular? What are some of your favorite children's books?**

**Ask students to define the term "antihero." (An antihero is "a protagonist of a drama or narrative who is notably lacking in heroic qualities.") The classic example of an antihero is the title character of Miguel de Cervantes's "Don Quixote" (1605, 1615). If your students have read any of the Harry Potter books, ask them to explain why Harry Potter would be considered an antihero. Then, challenge pairs of students to identify other examples of antiheroes in literature, plays and film. Have each pair of students present a summary of the antihero's role in the drama or narrative, and explain why the character is so compelling. Then, as a class, discuss what these antiheroes reveal about humanity and society.**

**LINKS:**
**http://www.scholastic.com/harrypotter/home.asp**
**http://hosted.ukoln.ac.uk/stories/stories/rowling/potter**
**http://www.geocities.com/EnchantedForest/Mountain/5101/index.html**

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**EDITOR'S NOTE:**
**Harry Potter**
**J.K. Rowling**
**chivalry**

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# CNN NEWSROOM Guide

**July 17, 2000**

**Don't forget to watch Part Two of TNT's world premier, Nuremberg, tonight. The Teacher's Guide to this film can be found in the TNT Learning section of the Turner Learning website.**

**---------- PROGRAM RUNDOWN ----------**
**STORY ...SEGMENT...PROGRAM**

**CNN NEWSROOM OPEN ... 01:35... 01:35**

**TODAY'S NEWS ... 00:50...02:25**

**Top Story ... 02:30...04:55**
**John Kennedy, Jr., worked quietly for the needy of our society.**

**Top Story ... 02:25...07:20**
**Will George magazine survive its founder's death?**

**DAILY DESK ... 00:50...08:10**

**Environment Desk ... 01:45...09:55**
**Experts say there are many ways people can conserve water in their homes.**

**WORLDVIEW ... 00:35...10:30**

**Inside North America ... 05:00...15:30**
**A plan to convert oil rigs to marine reefs is under fire.**

**One World Habitat: St. Lucia Diving School ... 04:20...19:50**
**St. Lucia is home to one of the first scuba diving schools in the Caribbean.**

**NEWS CHRONICLE ... 00:35...20:25**

**Turner Website Information ... 00:40...21:05**
**Information on the CNN NEWSROOM Daily Classroom Guide**

**Artistry in Action ... 05:50...26:55**
**The blues convey the African American experience in a musical format.**

**CNN NEWSROOM CLOSE ... 01:05... 28:00**

**---------- CNN NEWSROOM STORIES ----------**

**CNN NEWSROOM OPEN**

**TODAY'S NEWS**

**Top Story: JFK Jr. Legacy**

**Who was John Kennedy, Jr.? How did he die? For what is he widely known? What is the Andrew Glover Youth Center, and what was JFK, Jr.'s connection to it? What is the Robin Hood Foundation? What does it do, and what is the connection between it and the late Carolyn Kennedy?**

**Two legends are mentioned in this news story: Camelot and Robin Hood. Why are JFK, Jr., and his wife Carolyn compared to Camelot? What is the legend of Robin Hood? Why do you think that a foundation would be named after Robin Hood? Whom did young Mr. Kennedy try to get to contribute to this foundation? What do you think that he meant by saying "service is its own reward"?**

**In the news story, we hear the quote, "In an age where so much media coverage and so much money go to glitz and glamour, people need to refocus and see what's really important out there." Ask students to consider what they see about various stars, sports figures, and other famous people in the media. Then have them research one famous person, such as Tiger Woods or Mia Hamm, to see what, if anything, this person does to contribute to medical research, impoverished people, the disabled, or other philanthropic causes. Direct each student to report on his/her findings and to consider why the media plays up the celebrity, but not the philanthropic endeavors of the personality.**

**LINKS:**
**http://www.andrew-glover.qpg.com/**
**http://www.robinhood.org/WhoWeSupport.html**
**http://members.xoom.com/web_lady/jfkjr/family_text.html**

**Top Story: George Magazine**

**Who founded George magazine? Which of its issues sold the most? Why do you think that is true? How well did the magazine do with advertisers last year? How does the magazine compare, in terms of advertising dollars, with its chief rival, Vanity Fair? Why do some believe that it may do much better this year?**

**What is the goal of George magazine? Are you aware of other magazines that try to "marry politics and pop culture"? What does that phrase mean to you? Do you think it is a worthy cause for a magazine? Explain. Do you think that such a cause might make advertisers wary of placing ads? Why or why not? Who would the potential audience be for such a theme? To what kinds of products might this audience be attracted?**

**Ask students to estimate the percentage of magazine pages they believe are filled with advertisements. Then have them look through one of their favorite magazines. Ask them to tally how many pages are content-related, and how many are ad-related. Ask: What is the ratio of content to ad pages? Also, ask them to pay attention to the types of products advertised. Direct each student to write down the name of the magazine, the audience of the magazine (and how they know this fact), the advertised products and the audience for these products. Have students compare their results. Ask them to consider patterns that they find and whether this new knowledge will affect their future purchases.**

**Using websites and other resources, have students learn more about the life of John F. Kennedy, Jr. Using the information they have found, ask them to write essays that examine the following question: Why do you think that JFK, Jr., would found a magazine that attempts to "marry politics and pop culture"? Why might this theme have been relevant to him?**

**LINKS:**
**http://www.georgemag.com/xp6/George/main.xml**
**http://www.vanityfair.com/**
**http://www.cnn.com/SPECIALS/1999/kennedy/**
**http://www.cnn.com/US/9907/17/kennedy.profile/**
**http://mrshowbiz.go.com/people/johnfkennedyjr/**

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**EDITOR'S NOTE:**
**Camelot**
**Andrew Glover Youth Center**
**legacy**
**grass roots organizations**
**cachet**
**circulation**

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**DAILY DESK**

**Environment Desk: H2O Home Usage**

**According to this story, how much water gets flushed down the toilet in the average home? What method is suggested for reducing the amount of water used when flushing the toilet? Do you conserve more water cleaning your dishes by hand or using a dishwasher? What is the best time of year to plant new plants? What method can you use to conserve rainwater?**

**Do you think conserving water in the home has a significant impact on the overall water supply? How do you think the amount of water we use now will affect our water supply in the long-term? What are some other activities you can do around the house to conserve water?**

**One of the strategies for saving water mentioned in this story is to take a shower instead of a bath. Have students test whether showering really does conserve more water than bathing. Have students:**
**1.Request each member of the family take a bath.**
**2.Mark the height of the water in the tub using a non-water soluble wax pencil before allowing the water to drain from the bath. Make sure the item used to mark the water level is erasable and non-abrasive.**
**3.Request that the same family members take a shower. Prior to starting the shower have them plug the drain. CAUTION: If the water reaches the top of the tub, remove plug immediately.**
**4.Mark the height of the water after they have completed the shower and before removing the plug.**
**5.Create a list with the name of each person who participated in your study and note whether the water mark for their bath or shower was higher.**
**Have students discuss their results with the rest of the class. Did family members have the same results when taking a shower and a bath? Did the studentsÕ findings support the theory that more water is conserved showering than bathing? If your findings differed from those in the story, how do you account for that difference?**

**LINKS:**
**http://wwwga.usgs.gov/edu/**
**http://www.jeonet.com/city/water.htm**

http://www.americanwater.com/49ways.htm
http://www.getwise.org/shared/index.html

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**EDITOR'S NOTE:**
**conserve**
**drought**

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**WORLDVIEW**

**Inside North America: Rigs to Reefs**

**What are oil rigs? How do they represent a blend of good and bad for Californians? While companies drilled for oil from these rigs, what was happening on the steel frameworks below? Why do some people want these rigs to remain in place after the oil drilling is finished?**

**Describe the long-term plan for these rigs that is being put before California lawmakers. Under this plan, what would be done with some of the savings of removal costs? Why does one Santa Barbara County official want the rigs removed altogether? Why do fishermen disagree? Why do some environmentalists believe that the structures should be removed?**

**Ask your students to put themselves in the place of California legislators. How would they vote on the proposal to allow oil companies to leave the underwater portions of the rigs intact? Have students work in groups to research all the perspectives on this issue, including the views of the oil companies, environmentalists, and fishermen. Share group findings in class discussion. Then have each student put himself/herself in the place of a California lawmaker about to vote on the "rigs to reefs proposal." Take a mock "roll call" vote in which each "legislator" states his/her vote, and offers a brief rationale for that decision. Discuss the outcome of your classroom vote and discuss the factors that contributed to the majority decision.**

**In the video, undersea filmmaker David Brown says, "I am always in awe of nature's ability to take our stuff, our mess, and create something beautiful from it." Read this quote to the class and ask students what they think David Brown means. Can they think of any other instances when nature "creates something beautiful" from "our mess"? Can they think of examples of human "messes" that are so detrimental to nature that they cannot be fixed by natural forces? Discuss.**

**LINKS:**
**http://www.calreefs.org/**
**http://www.calreefs.org/facts.html**
**http://www.saues.co.za/artifici.htm**
**http://www.cnn.com/2000/NATURE/01/17/rigs.to.reefs.enn/index.html**

**One World Habitat: St. Lucia Diving School**

**Where is St. Lucia? To what famous school is this island home? What precautions must one take before diving? Describe what divers see in this "underwater wonderland."**

Have students locate St. Lucia on a map. Then have them conduct research to learn more about the marine life surrounding this island. Challenge each student to write a page from a diver's journal, or create an artist's depiction, of what a diver might experience while scuba diving off the island.

What is scuba diving? If any of your students have been diving, ask them to describe the training and precautions one must take before trying this sport. If not, have students conduct research to learn more about scuba diving, including the necessary physical and mental preparation and the equipment one needs. Share student findings and compare scuba diving to other sports: Can scuba diving be dangerous? How important are training and proper equipment to safe scuba diving?

LINKS:
http://www.scubavoyages.com/stltafac.htm
http://www.saint-lucia.com/scuba-diving.html
http://gocaribbean.about.com/travel/gocaribbean/library/welcome/blwelcomenewsite.htm
http://www.diversguide.com/
http://www.seaspace.org/

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EDITOR'S NOTE:
rigs
habitats
invertebrates
pilings
colonization
scuba
equalize
reef

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NEWS CHRONICLE

Artistry in Action: Blues Monday

According to the news story, who created the blues? What is this music about? Why do people compose and sing the blues? Where did this music have its beginnings? Why do you think that it began in this part of the United States?

Why was there no blues music previous to post-Civil War emancipation? What kind of music was predominant among African Americans before the blues? Though they received freedom from slavery, much of the new music talked about hardship. Why?

Using a map, locate Routes 49 and 61. Where do these roads intersect? Why do you think that the new story concludes that "anywhere else is better than this place"?

In what ways have the blues influenced other music forms, such as rock, jazz and rap? What is distinct about blues music: What separates it from other forms of music? While it is considered a music form conceived by African Americans, why do you think that it is so well loved by races throughout the world?

**Direct students to research a famous blues singer, such as Muddy Waters, B.B. King, Etta James, or Bessie Smith. Direct them to compare and contrast the information they find to what they know about one of their favorite musicians. They should consider the following questions in their essay: In what ways are the blues distinct from other kinds of music? In what ways have the blues influenced other music? Have the blues influenced the music of their favorite musician? If yes, in what ways? Finally, ask them to consider whether or not the blues are a distinctly African American musical expression. Certainly there are many white blues singers. Does the message of the music transcend race?**

**LINKS:**
**http://www.deltabluesmuseum.org/**
**http://www.muddywaters.com/home.html**
**http://www.hub.org/bluesnet/readings/bessie.html**

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**EDITOR'S NOTE:**
**blues**
**Muddy Waters**
**emancipation**
**acoustic**
**Mississippi Delta**

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# CNN NEWSROOM Guide

**July 18, 2000**

## ---------- PROGRAM RUNDOWN ----------

**STORY** ...SEGMENT...PROGRAM

**CNN NEWSROOM OPEN** ... 01:35... 01:35

**TODAY'S NEWS** ... 00:55...02:30

**Top Story** ... 02:45...05:15
Tobacco companies are expected to appeal the verdict against them in Florida.

**Top Story** ... 02:15...07:30
Winston Salem is one tobacco-producing town that will feel the effects of the judgment against tobacco companies.

**In the Headlines** ... 02:45...10:15
New health fears warrant new studies on cell phones.

**DAILY DESK** ... 00:55...11:10

**Health Desk** ... 02:10...13:20
"Virtual reality" is being used to treat people who suffer from phobias.

**WORLDVIEW** ... 00:55...14:15

**Around the World** ... 03:15...17:30
The World Health Organization releases a report on global health care.

**Inside Asia** ... 02:45...20:15
The Chinese preference for male babies could have devastating effects on its society.

**Check it Out** ... 02:30...22:45
A circus becomes home to Romania's homeless children.

**NEWS CHRONICLE** ... 00:55...23:40

**Democracy in America** ... 02:55...26:35
Voters over the age of 65 may be the critical swing vote in this year's presidential election.

**CNN NEWSROOM CLOSE** ... 01:25... 28:00

## ---------- CNN NEWSROOM STORIES ----------

**CNN NEWSROOM OPEN**

**TODAY'S NEWS**

**Top Story: Tobacco Lawsuit**

1. How long did the tobacco trial last in Florida? With whom did the jury agree? By when must the tobacco companies file an appeal? Why do you think that they will appeal? On what basis?

2. Have you seen any of the new Phillip Morris ads that indicate that "they have changed"? If yes, describe the ads, and tell whether you think they are convincing or not. If no, how do you think that they might try to convince the public that they have changed? As they have maintained that they are innocent, why would they need this kind of campaign? Do you think that tobacco companies should have been found guilty or innocent of the charges against them, such as deliberately deceiving the public about health risks associated with smoking? Defend your position.

3. Who is John Mestre? How is he different from the rest of the members of the jury? How did he vote, and why? What is he planning to watch, and why? Why do you think that jury members were not allowed to watch The Insider? Do you think that popular media is so influential on its viewers that it should be kept from jurors when its content relates to cases that they are judging? Explain.

4. Direct students to the listed websites and other resources to learn more about the trial against tobacco companies in Florida and the implications. One analyst has said that it would take 100 judges working full time on this case 75 years to go through each individual case against the tobacco companies, as each of the plaintiffs would need to prove that tobacco has caused health problems. Lawyers for the plaintiffs say they expect to see messages from the tobacco companies stating that they were the "victims" in this case. Assign students various roles - those of jurors, people who have suffered health problems as a result of smoking, lawyers for and against tobacco companies, and spokespeople for and against the tobacco companies. Challenge them to hold an open forum in which they all discuss their positions and methods for satisfying the greatest number of individuals involved, given the sentence handed down by the court.

**LINKS:**
http://www.cnn.com/2000/LAW/07/17/smokers.reax.ap/index.html
http://video.go.com/insider/index_flash.html
http://www.cnn.com/2000/LAW/07/15/florida.smokers.02/

**Top Story: Tobacco Town**

1. Where is Winston Salem? From where do you think it gets its name? How many people in the town are employed by the RJ Reynolds Company? What is Simo's? Why do you think it is mentioned in this story? What town point of view is highlighted in this news story? How do the townspeople defend the tobacco company?

2. Do you agree or disagree with the point of view offered by the people of Winston Salem about smokers' personal responsibility for their health? Do you agree that smokers "die happy because they enjoy smoking"? Defend your answers.

3. Winston Salem has 175,000 residents, and 6,000 who are employed by RJ Reynolds. What percentage of the residents is employed by the tobacco company? How do you think that impacts the feelings of the community about the Florida verdict against tobacco? How do you feel about the verdict against tobacco companies that was announced last Friday? If your opinion differs from that highlighted by this news story, what factors do you think cause the difference of opinion?

4. The economy of Winston Salem and other towns that rely on the production and sale of tobacco is likely to be impacted by the verdict pronounced in Florida and the suits in other states that are likely to follow. Engage students in a conversation in which they consider the many potential effects on their lives if they lived in a major tobacco-producing town in which the tobacco company went out of business. Then direct them to write essays in which they argue in favor of one of the two following statements:
    1. Health risks of cigarette smoking are so dangerous to smokers and to others that cigarettes and

cigars should be made illegal. The tobacco companies should provide programs to retrain workers in tobacco-related industries.

2. The economic impact of destroying tobacco companies would be so devastating to many towns and regions that the companies must not be held accountable for individual health risks. After all, smokers are not forced to smoke; it is their personal decision and must continue to be so as an individual freedom.

Look for students to back their opinions with facts and logical arguments.

**LINKS:**
http://www.cnn.com/2000/LAW/07/13/floridasmokers.ap/
http://www.cdc.gov/tobacco/
http://philipmorris.com/tobacco_bus/index.html

**In the Headlines: Cell Phones**

1. How many cell phones are currently in use in the U.S.? What is the rate of increase of new users? What are the specific health fears associated with cell phone use? What is the FDA? What does the FDA suggest to reduce one's health risks from cell phones? What two new studies this year have demanded the attention of the FDA? What has the FDA concluded after reviewing these studies?

2. Does your family use cell phones? Are they used in your home or only when you are away from home, such as when traveling? Do you own or use a cell phone? Have you considered potential health risks connected with your use of cell phones? What other technologies do you use that have been associated with potential health risks? Do you do anything to keep your health risks low when using these devices?

3. Challenge students to use the listed websites and other resources to learn more about the potential risks associated with cell phone use. Based on what they learn, ask them to create short presentations that they can deliver to their families explaining the risks and ways in which to reduce those hazards. Direct students to deliver their presentations at home and to discuss the subject with their families. Hold a class discussion in which students can share how their presentations were received and what plans, if any, their families made to reduce their risks.

**LINKS:**
http://www.zdnet.com/zdnn/stories/news/0,4586,2401220,00.html
http://www.time.com/time/magazine/articles/0,3266,33125,00.html
http://www.mcw.edu/gcrc/cop/cell-phone-health-FAQ/toc.html
http://www.portablelife.com/news/story/0,,807,00.html

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**EDITOR'S NOTE:**
post-verdict appeals
tobacco revenues
microwave radiation
cell phone radiation

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**DAILY DESK**

**Health Desk: Virtual Phobias**

1. What is "virtual reality"? What is a phobia? What is "exposure therapy"? How are clinicians at Virtually Better using virtual reality to treat people who have phobias?

2. Inform students that there are three categories of phobias:
   - Specific or simple phobia, which is a fear of an object or situation, such as school, spiders, heights or flying
   - Social phobia, which is a fear of embarrassment or humiliation in social settings

- Agoraphobia, which is a fear of being away from a safe place.

Next, direct students to library and online resources to learn about the origin and impact of different types of phobias, such as acrophobia (the fear of heights), aerophobia (the fear of flying) and claustrophobia (the fear of closed spaces). Have students share their information and discuss.

3. Point out to students that historically, "Simple or specific phobias have been treated with behavior therapy." Behavior therapy involves exposing the patient to the phobic stimulus in a safe and controlled setting. One simple form of exposure treatment is "flooding," where the person is immersed in the fear reflex until the fear itself fades away. An alternative approach to flooding is a technique called "counter-conditioning," in which a patient is trained to substitute a relaxation response for the fear response in the presence of the phobic stimulus. Other forms of behavior therapy that are used to treat phobias include "systematic desensitization" and "modeling."

   Have students consult multimedia resources and their school counselor to learn more about behavior therapy and how it is used to treat phobias. Then, refer students to the websites below to learn about how virtual reality is being used to treat phobias. Have students share their findings and identify the similarities and differences between traditional behavior therapy and virtual reality therapy. Then ask students: What are the benefits and drawbacks of using virtual reality to treat phobias? What type of knowledge and skills should a clinician possess to use virtual reality as a therapeutic tool? Have students identify other ways that virtual reality could be used to enhance the mental health of individuals.

**LINKS:**
http://www.mentalhealth.com/fr20.html
http://www.virtuallybetter.com/
http://209.225.6.10/aboutanxietydisorders/specificphobias/
http://www.cnn.com/2000/US/06/21/virtual.phobias/
http://mentalhealth.about.com/library/weekly/aa081897.htm?iam=mt

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**EDITOR'S NOTE:**
exposure therapy
virtual reality

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**WORLDVIEW**

**Around the World: Health Report**

1. According to the latest World Health Organization (WHO) report, which nation has the best health care system? Which country has the worst? Why did many Sub-Saharan African nations fare badly in this report?

2. How did the United States rank among health care systems? Why is this somewhat surprising? How much does the U.S. spend on health care per person per year? How much does the nation of Oman, which is ranked 8th on the list, spend on health care? What do you think accounts for the disparity?

3. What factors did the WHO use in evaluating the health care systems of the nations of the world? What recommendations does the report offer? After discussion of these questions, read this quote to your students from the WHO website: "The World Health Report 2000 aims to stimulate a vigorous debate about better ways of measuring health system performance and thus finding a successful new direction for health systems to follow." Divide the class into small groups. Ask groups to first

conduct research to learn more about how this report was compiled and the factors that were considered in ranking the countries on the list. Then challenge groups to come up with "better ways of measuring health system performance" by focusing on other, or additional, factors. Have each group present its factors and discuss how focusing on these would change the positions of some countries on the list. Conclude with a discussion aimed at evaluating the WHO's approach to examining the state of health care around the world. What, if anything, should the WHO have done differently in its report?

4. According to the WHO's calculations, the citizens of Japan have the longest healthy life expectancy at 74.5 years, versus less than 26 years for citizens of Sierra Leone, the lowest-ranking country on the list. Present this information to students and ask: Why can't life expectancy alone indicate the "health" of a nation's health care system? Discuss.

**LINKS:**
http://www.who.int/
http://www.who.int/whr/
http://www.who.int/inf-pr-2000/en/pr2000-life.html

**Inside Asia: Hong Kong Gender**

1. What evidence demonstrates a deeply ingrained preference for male babies in China? What steps are some couples taking to guarantee that they will have sons? Why is the Chinese government concerned about this trend? What is the government doing in response?

2. If the government halts medical gender choice among expectant parents, where could couples turn to promote their chances of having male children? What is "traditional medicine"? Why could it be somewhat dangerous for couples to resort to traditional medicine?

3. The Chinese government's "one child" policy, combined with the longstanding preference for boy babies, has led to the abandonment of female babies and, in some cases, infanticide. What effects could the bias toward male babies and the one child policy have on China's society and economy? Have students work in groups to research these trends and their impact, and share their findings. Discuss the long-term effects of the one child policy and the preference for male children. Challenge groups to explain how they would work to reverse the thinking that has promoted the government's policy and popular biases.

**LINKS:**
http://search.asiaco.com/China/Health/Traditional_Medicine/
http://refugees.org/world/articles/women_rr99_8.htm
http://www.earlham.edu/~pols/globalprobs/population/onechild.html

**Check it Out: Romania Homeless Circus**

1. Explain how the Parade Foundation uses circus acts to resocialize Romanian homeless children. How does the Parade Foundation find these children? What does it offer them? What do the children have to do in order to become members of the circus? Where do they get their costumes? How does the circus give the homeless children a sense of dignity?

2. In the video, we hear about some of the problems of Romania's homeless children. What are the problems of homeless children in your city or state, and what is being done to address them? Assist students in conducting research to examine the issue of homelessness, its impact on children, and some attempts to help these youngest victims of homelessness. Discuss student findings. If homelessness is a problem in your area, challenge your students to find out what is being done to address it and to meet the needs of homeless children.

**LINKS:**
http://www.earlham.edu/~pols/globalprobs/population/onechild.html

http://www.standupforkids.org/slocal.html
http://nch.ari.net/

**EDITOR'S NOTE:**
World Health Organization
stewards
reproductive technology
gender choice

**NEWS CHRONICLE**

**Democracy in America: Elderly voters**

1. What do prescription drugs have to do with the presidential election? What, besides health insurance and policy positions, are elderly voters considering as they choose their candidate? What is a swing block? Who is currently leading in the Gallup polls? Why could elderly voters change that lead?

2. What issues concern you the most when you determine whom you believe is the best presidential candidate? Do you think that any of the issues that concern you also concern elderly voters? Why or why not?

3. Some of the voters addressed in this news story indicate that they voted for President Clinton or George Bush in the past. Have students research these presidents' policies to see why they would appeal to an elderly population.
   OR
   Discuss in class the tremendous diversity of the U.S. population, in terms of age, ethnicity, regions, socioeconomic status, etc. Ask students to write essays that suggest ways in which a candidate can reach most of these groups and still remain fair in addressing the concerns of the whole nation.

4. Have students study the campaigns of both Al Gore and George W. Bush. Based on their findings, have them argue that either Mr. Gore or Mr. Bush is the best candidate to serve the elderly constituents of the U.S. Have them back their opinions with their research.

**LINKS:**
http://www.georgewbush.com/
http://www.AlGore2000.com/
http://www.thegreenpapers.com/
http://www.newseum.org/everyfouryears/
http://www.publicagenda.org/

**EDITOR'S NOTE:**
prescription coverage
Gallup Poll
swing block

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# CNN NEWSROOM Guide

**July 19, 2000**

**CNN NEWSROOM airs all summer! Partner with colleagues and tape different weeks. You'll have hours of programming when you return from break.**

## ---------- PROGRAM RUNDOWN ----------

**STORY** ...SEGMENT...PROGRAM

**CNN NEWSROOM OPEN** ... 01:35... 01:35

**TODAY'S NEWS** ... 01:05...02:40

**Top Story** ... 04:45...07:25
Mideast peace talks at Camp David intensify as their close draws near.

**DAILY DESK** ... 01:00...08:25

**Business Desk** ... 03:00...11:25
Signing on the dotted line is about to become a high tech process.

**WORLDVIEW** ... 00:55...12:20

**Information Please** ... 02:30...14:50
Iraqi women take a step into the male-dominated world of sports.

**Sports Page: European Fitness Market** ... 02:30...17:20
Europe's fitness industry is growing rapidly.

**Taking Care of Business** ... 03:20...20:40
Travelers offer some advice for Paris-bound vacationers.

**NEWS CHRONICLE** ... 00:45...21:25

**Student Bureau** ... 03:10...24:35
New measures must be taken to capture the youth vote.

**Turner Website Information** ... 00:45...25:20
Information on the CNN NEWSROOM Daily Classroom Guide

**Our World** ... 01:40...27:00
Sixteen-year old Chris Stallman helps young people become investment-saavy.

**CNN NEWSROOM CLOSE** ... 01:00... 28:00

## ---------- CNN NEWSROOM STORIES ----------

**CNN NEWSROOM OPEN**

## TODAY'S NEWS

### Top Story: Mideast Peace Talks

1. What is happening now at Camp David? Who are the Israeli Prime Minister and the Palestinian leader? What, in particular, is at issue in these talks? Why is this city so important, and why is its fate so difficult to decide? How do these talks about Jerusalem affect events at the West Bank?

2. What is the difference between Palestinian sovereignty and self rule of East Jerusalem? Why do you think that leader Yasser Arafat might refuse self rule?

3. What happened in 1947 in the Middle East? Why do you think that there is fear that this kind of conflict could recur? Do you think that fear of this degree of violence will motivate leaders to agree on a compromise? Explain your answers.

4. Direct students to learn more about the issues of both sides of the debate by browsing websites listed below and other resources. Divide the class in half, with one section representing the Israelis and the other, the Palestinians. Hold a mock peace talk in which the sides debate the issues and determine a compromise. After the talks, discuss why sides chose to come to a compromise and how each side feels about the final determination. Ask students how they determine what is most important - getting all they believe in, or agreeing to a compromise that could allay a war. Direct students to monitor the news to see how their compromise compares to that to which the parties in the peace talks ultimately agree.

**LINKS:**
http://www.cnn.com/2000/WORLD/meast/07/18/mideast.summit.03/index.html
http://www.israel-mfa.gov.il/mfa/go.asp?MFAH0hls0
http://www.cnn.com/SPECIALS/2000/campdavid2000/
http://www.pna.net/

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**EDITOR'S NOTE:**
negotiations
sovereignty
West Bank Yasser Arafat

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## DAILY DESK

### Business Desk: Digital Signature

1. For what kinds of documents are signatures typically required? Why? What is a "digital signature"? Why did many political leaders support the recently-passed bill that made "e-signatures" (or digital signatures) legal?

2. Explain the different kinds of technologies that could be used to create digital signatures. What option would customers uncomfortable with these technologies have when conducting business transactions? Why are consumer watchdogs like Margot Saunders still unimpressed with the new digital signature law? In the video we hear that "signing one's name is an intensely personal act." In your opinion, is using one's digital signature any different? Explain.

3. One reason for the widespread support of the Electronic Signatures in Global and National Commerce Act is the boost it would give to the fast-growing e-business industry. What do students think of this law and its implications? Divide the class into small groups, and have each group research the pros and cons of the use of e-signatures. Groups will want to consider such issues as authenticity/fraud, convenience, speed of business transaction, ease of use for all customers, expense and consumer protection. Have each group present its findings to the class. Discuss the

benefits and downsides of the use of digital signatures in any form. Will e-signatures do for e-business what credit cards did for commerce? Discuss.

4. Invite a local banker to address the class on the importance of valid signatures on financial documents. Ask the bank officer to discuss the process of verification, why some documents have to be notarized, and forgery and its repercussions and penalties. After the presentation, ask students to consider how digital signatures could impact the banking industry. Have each student write an essay in response to the question: Will digital signatures further protect consumers or complicate the banking process?

**LINKS:**
http://cnnfn.com/2000/06/30/electronic/signatures/
http://cnnfn.com/2000/06/22/electronic/q_esign/
http://news.lycos.com/headlines/Technology/Internet/article.asp?docid=RTNET-CLINTON-SIGNATUR

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**EDITOR'S NOTE:**
mutual assent
capacity
consideration
legality

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**WORLDVIEW**

**Information Please: Iraq Women's Football**

1. In what sport are some women in Iraq becoming participants? Why was this team created? Whose idea was it to have women compete? Who is the coach of this team? What challenges does he face? What is the "mission" of the women on this team?

2. Review some of the attitudes expressed by Iraqis in this video regarding their views of women playing football. Do you think these views are exclusive only to the people of Iraq? State your rationale. How do you feel about women playing professional sports?

3. If your students are unfamiliar with the history and culture of Iraq, assist them in conducting research to learn more about the country. Discuss the role of Islam in Iraq's society, government and culture. To what extent do students think the influence of Islam affects gender roles in Iraqi society? How might this explain some of the popular resistance to women in sports in Iraq?

**LINKS:**
http://www.theodora.com/wfb/iraq_government.html
http://menic.utexas.edu/menic/countries/iraq.html
http://www.sportsforwomen.com/contents/index.html
http://www.oxy.edu:80/~pearl/nba.htm

**Sports Page: European Fitness Market**

1. According to the video, which nations are the leaders in European health club membership? How do the UK clubs compare to those found in the U.S.? Why are U.S. fitness companies expanding into the European market?

2. In the video we hear the term "saturation." In the business world, what is saturation? Has the fitness market in Europe reached its saturation point yet? What is one obstacle to health club expansion in Europe? What factors do you think U.S. companies have to consider when they plan to expand in

Europe?

3. How is the fitness industry faring in your area? Challenge groups of students to find the names and locations of as many health clubs/fitness centers as they can within a 30 minute driving distance of your community. Have groups find out when these clubs opened, and if any have recently closed. Share group findings. How would students rate the "health" of the local fitness industry? Has it reached saturation? Is there room for expansion? If so, where and to what target market?

**LINKS:**
http://rampages.onramp.net/~chaz/text.html
http://www.tdctrade.com/imn/imn178/feature1.htm
http://www.taide.lt/~olever/

**Taking Care of Business: Paris Tourism**

1. How many tourists visited France last year? Why is France such a popular tourist destination? What was the smartest thing David Voss and his family did before leaving on their Paris vacation? How did consulting the Internet help the Voss family save money?

2. What is meant by the term "exchange rate"? How can the use of credit cards and ATMs minimize costs for travelers? What other tips does this segment offer for saving money while vacationing in France?

3. Tell your students to pretend that they are planning a trip to Paris. In class discussion, brainstorm a list of ways one could use the Internet to locate information they might need. For example, students may want to find information on flights, accommodations, tourist attractions, and exchange rates. Divide the class into groups and send each on an Internet scavenger hunt to find as much information as possible within one category (e.g., accommodations). Have groups share their information. Discuss how acquiring travel information in advance of a trip can often save time and money.

**LINKS:**
http://www.travel-in-paris.com/
http://europe-today.com/france/paris.htm
http://frenchculture.about.com/culture/frenchculture/msub22.htm?iam=dpile&terms=Paris+tourist+tips

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**EDITOR'S NOTE:**
equality
status quo
coalition
saturation
capital investments
itinerary

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**NEWS CHRONICLE**

**Student Bureau: Youth Vote**

1. What percentage of 18 to 24-year olds voted in the last presidential election? In the last Congressional election? Why do you think that the percentages are so low? Why do you think that so many young people voted in the 1972 presidential election? In what ways does that election differ from those that have succeeded it?

2. If you had the opportunity to vote in this year's presidential election, would you? Why or why not? If you would not, what would change your mind? Why do you think that mobility is such a factor in a small youth vote? How do you think that communities could lessen that factor? Why do you think

that youth are currently interested in labor rights and community volunteerism? Are you? Why or why not?

3. What do students think of voting online? Would the ability to vote online make for a more fair election, or would it create an unfair balance between those who have access to computers and online access, and those who do not? Have students discuss the implications, and then direct them to write essays in which they defend their positions.

**LINKS:**
http://www.businessweek.com/bwdaily/dnflash/may2000/nf00516a.htm
http://usgovinfo.about.com/newsissues/usgovinfo/library/weekly/aa121899a.htm
http://www.usatoday.com/news/e98/e806.htm

**Our World: Kids and Investing**

1. What has Chris Stallman done to help other young people become more informed about personal economic choices? Why has he chosen to start his website? How do most teens compare to Chris' knowledge of economic matters? Why do you think that teens are so uninformed about personal finance?

2. Hold a class discussion in which students can talk about their current knowledge of personal finances and what, if anything, they have done to provide for their future, such as depositing money for college expenses or for post-high school training. Then have them browse the suggested websites and other resources to learn more about what they can do to provide for their short-term financial needs (within 10 years). Direct them to write about what new ideas they learned through their research and what specific tasks they can choose to make their immediate financial futures more secure.

**LINKS:**
http://www.patientinvestor.com/general/intro.html
http://www.smithbarney.com/yin/
http://www.youngmonthly.com/about/teambios.html
http://dev.buckinvestor.com/Investment_Basics/splits.html
http://www.nationalcouncil.org/

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**EDITOR'S NOTE:**
en masse
monolithic
labor rights

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# CNN NEWSROOM Guide

**July 20, 2000**

**CNN NEWSROOM is your ticket to this summer's hottest political events, the national party conventions!**

## ---------- PROGRAM RUNDOWN ----------

**STORY** ...SEGMENT...PROGRAM

**CNN NEWSROOM OPEN** ... 01:30... 01:30

**TODAY'S NEWS** ... 00:45...02:15

**Top Story** ... 02:10...04:25
Consumer groups want government regulation of foods with herbal additives.

**In the Headlines** ... 03:05...07:30
The status of Jerusalem was the critical issue at the peace talks.

**DAILY DESK** ... 00:35...08:05

**Science Desk** ... 02:05...10:10
Reptiles are larger than life at the New York Hall of Science.

**Science Desk Extra: U.S. Heat Wave** ... 02:05...12:15
Residents of parts of the U.S. continue to swelter in record heat.

**WORLDVIEW** ... 00:30...12:45

**Around the World** ... 02:45...15:30
The U.N. wants a commitment from the international commmunity to avert famine in Africa.

**Check it Out** ... 03:20...18:50
The closing of a one room schoolhouse in South Carolina signals the end of an era.

**Communication Transformation: Cyber-Port** ... 02:40...21:30
Hong Kong announces a planned technology park, Cyber-Port.

**Inside Asia** ... 02:45...24:15
A Chinese entrepreneur returns to his country to take advantage of the rise of the Internet.

**Turner Website Information** ... 00:45...25:00
Information on the CNN NEWSROOM Daily Classroom Guide

**NEWS CHRONICLE** ... 00:20...25:20

**Our World** ... 02:00...27:20
Teenagers volunteer to assist Operation Smile.

**CNN NEWSROOM CLOSE** ... 00:40... 28:00

## ---------- CNN NEWSROOM STORIES ----------

### CNN NEWSROOM OPEN

### TODAY'S NEWS

**Top Story: Herbal Supplements**

1. What kinds of herbal supplements can be found in various foods in the U.S.? In general, what do these herbal supplements claim to do? What is the difference between U.S. government regulation of medicines and its regulation of herbal remedies?

2. Why has the Center for Science in the Public Interest filed complaints about functional foods with the Food and Drug Administration? What kinds of additional ingredients does the FDA allow companies to put into their foods? In addition to questions about the effectiveness of some herbs, what concerns do experts have about adding these substances to foods? How has the FDA responded to the CSPI's complaints?

3. Challenge students to search their local grocery and health food stores for examples of food products that contain added herbal substances. Ask students to make lists of what they find, and share their lists with the class. Have students identify the herbal supplement in each of these foods and indicate what the supplements are supposed to do. Which of these claims do students believe? Which do they think are unrealistic? Why? Ask a local pharmacist to address the class on the benefits and downsides of herbal supplements, and whether concerns about their use as food additives are justified.

   **EXTENSION:** Refer back to the video and review the FDA's role in regulating herbal supplements. Do students think herbal supplements should be subject to the same regulations as medicines or should they continue to be regarded as dietary supplements? Discuss.

**LINKS:**
http://www.cnn.com/FOOD/news/9903/25/dietary.supplements/
http://nutrition.about.com/health/nutrition/library/weekly/aa111599.htm
http://www.wellweb.com/nutri/an_fda_guide_to_dietary_suppleme.htm
http://ificinfo.health.org/index6.htm
http://thyroid.about.com/health/thyroid/msub24.htm?iam=dpile&terms=functional+foods

**In the Headlines: Peace Talks Update**

1. Have the Camp David Mideast peace talks been successful? Explain. Over what issue were the Mideast leaders deadlocked? Locate Jerusalem on a world map. Who currently holds political control over the city? Why? According to Jerusalem's mayor, why can't the map of the city be redrawn? To what other religions is Jerusalem important? How do Palestinians feel about Jerusalem? How do they want the issue of Jerusalem's status to be resolved?

2. CNN's Mike Hanna says in his report that the issue of Jerusalem is "...a matter of symbol, of principle rooted so deeply in faith that human demarcation may not be possible." Read this quote to students and, in class discussion, have them analyze what Mr. Hanna means. How is the city of Jerusalem a symbol? Divide the class into groups and have each research the city's history and different views on what its future status should be. Have groups share their findings. Challenge each student to use what he/she has learned to write an essay in response to the question "Is political demarcation of the city of Jerusalem possible?"

**LINKS:**
http://www.cnn.com/2000/WORLD/meast/07/19/mideast.summit.05/index.html

http://www.thehope.org/index.htm
http://www.jerusalem-foundation.org/live_a.htm

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**EDITOR'S NOTE:**
herb
consumer group
functional foods
Food and Drug Administration
side effects
protease inhibitor
Jerusalem
demarcation

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**DAILY DESK**

**Science Desk: Giant Reptiles**

1. In what ways are the robotic reptiles in this story different from real reptiles? How does the snapping turtle in the exhibit attract its prey? How did the visitors interviewed in this story respond to the reptiles? From their reactions, how do you think the reptiles made the visitors feel?

2. Why do you think the exhibit shows the robotic reptiles as larger than life? How does the media portray reptiles? Does the media's portrayal of reptiles affect the way you feel about them? Explain. Are you more concerned about the extinction of some species of chimpanzees and gorillas than snakes and spiders? Why?

3. To help students understand why they perceive some animals as being more cute and lovable than others, have students perform a scientific survey. Have students conduct their survey on other classes or their family members using the following survey questions:
   1. Which animal do you think is the cutest and most loveable? Why?
   2. Which animal do you find to be the least appealing? Why?
   3. For the three animals you like the most describe their:
      - Eye shape
      - Head shape
      - Body configuration
      - Ear and Tongue shape
      - Skin
   4. Repeat #3 for the three animals you like the least.

   Compile students' results for each question. Group similar answers and note the frequency of each response. Using the survey data, discuss which animal characteristics are most and least appealing to people. As a final thought, have students consider how these characteristics compare with characteristics of human babies.

**LINKS:**
http://hrcweb.lv-hrc.nevada.edu/mbm/facts.html
http://www.hilinesportsman.com/ssi/com.ssi.directory.EducationResourceCenter?uid=2&screen=1&mod
http://www.naturalia.org/ZOO/welcome.html
http://www.selu.com/~bio/wildlife/gallery.html

**Science Desk Extra: U.S. Heat Wave**

1. In what region of the U.S. have residents felt the greatest impact of this summer's heat? Where has the record heat claimed 19 lives? Why do you think that most of the victims of this extreme weather have been elderly people? Why are some residents who have air conditioning not using it? How do some states lend assistance to citizens during these extreme conditions?

2. Challenge students to consider the long-range impact of this heat wave. Divide the class into small groups. Have each group brainstorm a list of social, economic, and environmental consequences of the extreme temperatures. Have groups share their ideas. Discuss the effects of a prolonged summer heat wave and drought on the Southern United States and on the nation as a whole.

3. What government assistance is available in your area to those most vulnerable to extreme weather? Have students consult their local or state government to learn more about efforts to protect specific groups of individuals, such as the poor and elderly, from the harmful consequences of extreme heat and cold. Ask students to share their findings in class. Discuss who is most at risk for health problems during weather extremes, and why.

**LINKS:**
http://www.cnn.com/2000/WEATHER/07/19/heatwave.02/index.html
http://www.cpc.ncep.noaa.gov/products/predictions/hi_outlook.html
http://www.cnn.com/2000/WEATHER/07/14/heat.drought.01/index.html

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**EDITOR'S NOTE:**
reptile
utility bills
"Disaster Area"
century mark

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**WORLDVIEW**

**Around the World: Africa UNICEF**

1. Locate the Horn of Africa on a world map. What evidence exists of an approaching widespread famine there? What are some of the underlying causes of this famine?

2. According to UNICEF Director Carol Bellamy, who is most affected by violence in the world today? Why is this so? How does war and famine break up families and impoverish millions of women and children? How does the international aid infrastructure differ now from what it was during previous famines? In what ways is it still lacking? What does the United Nations want the international community to do in order to avert another humanitarian crisis?

3. What is the origin of the conflict between Ethiopia and its neighbor, Eritrea? What is the current status of this conflict? Have students work in groups to research the Ethiopia-Eritrea conflict and its current status. Share group findings. Discuss how a renewal of the war could impact efforts to avert famine in this region. How could a long-term truce between the two nations affect international relief efforts?

**LINKS:**
http://www.oxfam.org.uk/atwork/emerg/ethiopi10.htm
http://www.cnn.com/2000/WORLD/africa/04/30/ethiopia.famine/
http://etonline.netnation.com/
http://www.savethechildren.org/

**Check it Out: Island School**

1. For how long did the Holy Cross Faith Memorial School operate? Approximately how many children were educated there? What was unique about the educational experience of these children?

2. Do you think this school was successful in its mission? Explain. Why is the school closing? Why do teachers at the Holy Cross School disagree with officials who believe that these students will be better educated in a larger, public school?

3. Challenge students to consider what it would be like to attend school in a one room schoolhouse. Have them consult the Internet sites below and other resources to see how this educational experience is different from that of their own. How does the one room schoolhouse represent a different way of life from that of most schools? Would any of your students like to attend school in a one room school? What might be some of the benefits and downsides of this kind of school?

**LINKS:**
http://www.msc.cornell.edu/~weeds/SchoolPages/welcome.html
http://raven.cc.ukans.edu/heritage/orsh/orsh_main.html
http://www.malakoff.com/suttergs.htm
http://homeworktips.about.com/teens/homeworktips/library/weekly/aa061099.htm?iam=dpile&terms=on

**Communication Transformation: Cyber-Port**

1. What is Cyber-Port? Where will it be located? Which Internet firm signed a partnership agreement with the government to develop Cyber-Port? According to Pacific Century CyberWorks, how will the park vault Hong Kong ahead of its Asian neighbors?

2. Name some of the well-known corporations that will be tenants in Cyber-Port. Is everyone a fan of this project? Explain. What concerns surround the Cyber-Port concept?

3. As we see in the video, Cyber-Port will have an IT street, Internet labs, and apartment blocks. It is truly an online community. Generate a class discussion about the ways that the Information Age has changed how we live, work, and play. Direct students to conduct research into Cyber-Port and other proposed high tech communities to learn more about what they have to offer. Then have each student put himself/herself in a "cyber-city" of the future, and write a paper that explains what a day in the life of a resident there might be like.

**LINKS:**
http://www.cyber-port.com/
http://www.asiawired.com/startups/startup/startup_tech_hk.asp
http://www.chinaonline.com/industry/infotech/NewsArchive/Secure/2000/march/C00032707.asp

**Inside Asia: China Internet Hero**

1. Who founded eachnet.com? On what famous Internet site is eachnet.com modeled? Where was Mo E Show born? What brought him to the U.S.? What shocking decision did he make upon receiving his degree from Harvard? Why does Mr. Show think he made a good decision?

2. Is the political, economic, and social climate in China conducive to e-business? If your students are unfamiliar with the political, economic, and social aspects of China, have them work in groups to conduct research and share their findings. Have members of each group put themselves in Mr. Show's place and consider the pros and cons of starting an Internet business in China. Do they think he made the right decision? Challenge group members to come to a consensus and share their conclusions.

**LINKS:**
http://www.odci.gov/cia/publications/factbook/ch.html
http://www.bizlinx.de/english/countries/pr_china/general/general_introduction_economic_informatio
http://info.greenwood.com/books/0275963/0275963284.html
http://www.meetchina.com/
http://www.chinaeconomicreview.com/indTransport_and_distribution.htm

**EDITOR'S NOTE:**
UNICEF
famine
Horn of Africa
Hong Kong
entrepreneurs
online community
CEO
transactions

**NEWS CHRONICLE**

**Our World: Teen Humanitarians**

1. Who are Nathan Ziv and Nikki Rubin? What volunteer experience did these two students recently undertake? What is Operation Smile? When and how did this program get its start?

2. What did Nathan and Nikki experience when they joined Operation Smile? What service do teenagers who volunteer for this organization provide? How does the experience affect these young volunteers?

3. One college student has said of the Operation Smile experience, "It gives ordinary people a chance to do extraordinary things." Challenge your students to learn more about organizations that enable 'ordinary' people to do 'extraordinary things.' The websites listed below, for Operation Smile and for Doctors Without Borders, may offer good starting points. Have students who have volunteered offer their own stories on the rewards of giving of oneself to improve the lives of others. For those students who are interested in community or international service, encourage them to continue their research into the many opportunities available to young people. Discuss how one person can have a significant impact on the lives of others and make the world a better place.

**LINKS:**
http://www.operationsmile.org/
http://www.operationsmile.org/studentnews/student_news.html
http://www.dwb.org/index.htm

**EDITOR'S NOTE:**
Operation Smile
volunteerism
malnutrition
mission

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# CNN NEWSROOM Guide

**July 21, 2000**

**Biography docudramas are available FREE on Turner Classic Movies. Enroll in TCM BY THE BOOK: LIVES ON FILM by faxing your name, school address and phone number to TCM at 770-739-7085.**

## ---------- PROGRAM RUNDOWN ----------

**STORY** ...SEGMENT...PROGRAM

**CNN NEWSROOM OPEN** ... 01:25... 01:25

**TODAY'S NEWS** ... 01:10...02:35

**Top Story** ... 04:35...07:10
-Okinawa hosts the G8 Summit.
-Political pressure is on Japan's Prime Minister Mori.

**DAILY DESK** ... 00:45...07:55

**Editor's Desk** ... 03:35...11:30
Ordinary people get their "15 minutes of fame" on TV.

**WORLDVIEW** ... 00:25...11:55

**Political Front** ... 02:45...14:40
A man-made lake in Turkey is swallowing two thousand years of civilization.

**Culture Watch** ... 03:00...17:40
Berliners try to save part of the Wall they once despised.

**Italy Leaning Tower** ... 01:55...19:35
Engineers work to slightly straighten the Leaning Tower of Pisa.

**Artistry in Action** ... 02:50...22:25
This Swiss humor museum is a serious project.

**Turner Website Information** ... 00:45...23:10
Information on the CNN NEWSROOM Daily Classroom Guide

**NEWS CHRONICLE** ... 00:30...23:40

**Japan's Amerasians** ... 03:30...27:10
Many children born of American servicemen and Okinawan women face discrimination.

**CNN NEWSROOM CLOSE** ... 00:50... 28:00

## ---------- CNN NEWSROOM STORIES ----------

**CNN NEWSROOM OPEN**

**TODAY'S NEWS**

**Top Story: G8 Summit**

1. Where is Okinawa located? Of what nation is it a part? Why was Okinawa chosen to host the G8 Summit? What city will be the main venue for the conference? What percentage of Japan's territory is represented by Okinawa? What percentage of U S. military facilities are based in Okinawa?

2. Why have officials chosen to relocate the base's heliport? Why have relations been strained between Tokyo and Washington in recent weeks? Explain how President Clinton's visit could affect U.S.-Japanese relations.

3. What Japanese government position was held by Keizo Obuchi? Who is his successor? Why are some referring to Yoshiro Mori as a "lame duck"? Why will all eyes be on Mr. Mori throughout this summit? How could his performance at the summit impact his party's chances for success in the next parliamentary elections?

4. Use this opportunity to have your students research the history of Okinawa, and share their findings. Discuss the cultural forces and events that have shaped the island's history. Why has the summit already been marked with massive protests from Japanese citizens? Discuss how the history between the U.S. and Japan have impacted the views of Okinawa's people.

**LINKS:**
http://www.summit-okinawa.gr.jp/e/index.htm
http://www.summit-okinawa.gr.jp/a_la/history/index2.htm
http://www.virtualokinawa.com/
http://www.cosmos.ne.jp/RV-OKINAWA/Internet_News/Okinawa_Summit/summit_e.html
http://www.okinawatimes.co.jp/eng/19990619.html#no_3
http://www.cybertours.com/~awriter/okibattle.html
http://www.cnn.com/2000/ASIANOW/east/07/20/g8.summit.02/index.html
http://faculty.tamu-commerce.edu/sarantakes/Okinawa.html

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**EDITOR'S NOTE:**
prefecture
security alliance
bilateral relations
coalition
Liberal Democrats
lame duck administration
Okinawa
Yoshiro Mori

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**DAILY DESK**

**Editor's Desk: A New Kind of Fame**

1. When you think of famous people, who comes to mind? Do you think of the people who star in the "reality-based" TV shows? Why or why not? Why do people want to appear on these shows, according to the news feature? Do you watch any of these shows? Why or why not? If yes, which ones? Do you think that your perception that the characters are "real people" has anything to do with your interest in the shows? Do you think these people change the definition of "celebrity"? How do you define this word?

2. Discuss examples from the news story that show how the short experience of fame has changed the

lives of some individuals on the "reality-based" TV shows. Do you think that anyone starring in these shows could ever go back to "life as usual"? Why or why not? What do you think that they have lost or gained by their appearances on the shows? Overall, do you think that the experience is worth it for these individuals? Would you choose to be on one of these shows? Why or why not?

3. Have students imagine they are characters on one of the "reality-based" TV shows with which they are familiar. Ask them to write about how they would fit into the series - how much they think they would be their true selves and how much they would make up their character to fit into the setting or to win the grand prize. Also have them describe how they think that the experience would alter their lives after they returned from the show to their normal daily lives. Direct students to share their thoughts in class, and discuss the values imparted by the "reality-based" shows, based on their observations and thoughts about their own vicarious participation.

**LINKS:**
http://www.dmoz.org/Arts/Television/Programs/Reality-based/
http://www.realitytvonline.com/

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**EDITOR'S NOTE:**
fleeting fame
reality-based TV

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**WORLDVIEW**

**Political Front: Turkey Doomed Treasures**

1. What is happening to the land behind Turkey's newest dam? As the lake rises, what treasures are jeopardized? Why is the dam their "nemesis"? Why is the dam being built? Why do archaeologists want the dam building delayed?

2. By what name is this region known? Why is it an important region in World History? Have students work in groups to learn more about Mesopotamia and its civilizations. Students may wish to consult their texts, the websites below, and other resources for information. Share student findings in class discussion. What civilizations can be found in this region of the world? Why is it called the "Cradle of Civilization"?

3. Ask students to put themselves in the place of Turkish government officials. Would they suspend construction of this project, and deprive their citizens of much-needed power and irrigation sources, so that the artifacts can be saved? Assist groups of students in gathering information on the current economic needs of the people of Turkey, along with information on the evidence of ancient civilizations found in this region. Allow groups to share information. Then challenge each student, acting as a government official, to write an essay explaining whether he/she would suspend the project, and the rationale for that decision.

**LINKS:**
http://www.wisc.edu/arth/ah201/01.mesopotamia.1.html
http://www.ed.psu.edu/k-12/edpgs/su96/meso/mesopotamia.html
http://www.dia.org/collections/ancient/mesopotamia/mesopotamia.html

**Culture Watch: Germany Wall Art**

1. What was the Berlin Wall? When did it collapse? How did it become a wall of art? What is the East Side Gallery? Why are the wall and its art in danger of extinction?

2. What are workers currently doing to the remaining portion of the Wall? Why are artists trying to recreate what was on the Wall in 1989? Why do some think it's a mistake to start from scratch? How is the artists' project being funded? Why do the artists want the East Side Gallery to be declared a World Heritage site? Do you think it should be given this designation? Why or why not?

3. The Berlin Wall was once a hated symbol of oppression, and a very real physical structure separating millions from freedom. In this video it is referred to as "a huge historical canvas." Ask students to consider what this means. Challenge students, working in groups, to find other examples of "historical canvasses" around the world. Share groups' findings and discuss the historical significance of each, as well as its cultural relevance. Refer back to the video: What does the art and graffiti on what remains of the Berlin Wall tell us? If left for future generations, how would it become a part of the Wall's history?

**LINKS:**
http://www.dailysoft.com/berlinwall/
http://www.dailysoft.com/berlinwall/time.htm
http://userpage.chemie.fu-berlin.de/BIW/wall.html
http://www3.northstar.k12.ak.us/schools/nph/twt/berlin/berlin1.htm
http://www.thehouseatthebridge.com/TheWochenheimEra/TheWall/theWall.html

**Italy Leaning Tower**

1. In what country can one find the Leaning Tower of Pisa? Why is it important, both symbolically and economically, to Italians? Why did officials close the tower and send engineers to work on it? What did the engineers do? Are there any plans to completely fix the lean? Explain.

2. Inform your students that the centuries-old Tower of Pisa was designed to be vertical. It started to incline during its construction. Why does the Tower lean? Send your students on an information scavenger hunt to find out why. The websites below may help guide their search. Have students report their findings. Ask: Could the Tower be completely straightened? Should it be? Why or why not?

**LINKS:**
http://torre.duomo.pisa.it/index_eng.html
http://torre.duomo.pisa.it/towersposters/english_version/
http://www.GreatBuildings.com/cgi-bin/glk?http://www.endex.com/gf/buildings/ltpisa/ltpisa.htm

**Artistry in Action: Swiss Humor Museum**

1. Who is Dimitri the Clown? In what country is he famous? What is Dimitri's latest project? Who is helping him establish the museum? What kind of exhibits can one find in the humor museum?

2. After a long day in the classroom, everyone needs a little humor. Challenge your students' creative (and comedic) talents by having them create bumper stickers they might see in the parking lot of the new humor museum. You may want to set some ground rules first to quantify what the bumper stickers may/may not contain, such as no insults and no profanity. The students' "one-liners" don't necessarily need to be limited to one line, they just need to be fairly brief and funny. You might want to share this example with your students, from comedian Steven Wright: "I went to a restaurant that serves 'breakfast at any time'. So I ordered French Toast during the Renaissance." Direct students to put their bumper stickers on large paper and post them around the classroom for a little comic relief.

**LINKS:**
http://www.comedy-zone.net/quotes/Comedians/wright.htm
http://www.comedy-zone.net/quotes/Comedians/index.htm
http://www.cubaweb.cu/museos/m22.html

http://www.mtr.org/exhibit/standup/standup.htm
http://dbhs.wvusd.k12.ca.us/Humor/Cartoon-Laws-of-Physics.html

**EDITOR'S NOTE:**
mosaics
artifacts
garrison
nemesis
Mesopotamia
Berlin Wall
UNESCO
Leaning Tower of Pisa

**NEWS CHRONICLE**

**Japan's Amerasians**

1. Who are the Amerasians? What are Amerasians called in Okinawa? Who is Maria Tomiyama? What is she trying to discover? Describe what she faced as an Amerasian child growing up in Okinawa.

2. What kinds of jobs are given to many of Japan's Amerasians? Why? What is being done to remedy this situation? What does Maria Tomiyama do to help other Amerasians? What has she discovered about her own identity?

3. To what extent do you think a person's national or ethnic heritage shapes that person's identity? How would you define the term "identity"? Why do you think it is so important for Maria and other Amerasians to determine their "true identity"?

4. How does the U.S. government regard Amerasian children? Have students consult their texts and the first website below to learn more about the conditions under which a person has or obtains U.S. citizenship. Discuss student findings. Are Amerasians U.S. citizens? Invite an immigration attorney or other specialist in this field to discuss the legal status of Amerasians and the laws that permit some to immigrate to the U.S.

**LINKS:**
http://www.ins.usdoj.gov/graphics/glossary.htm
http://www.filipinawives.com/amerasia.html
http://www.salem.mass.edu/imc/vietnam/remnantsb.html

**EDITOR'S NOTE:**
Amerasian
U.S. occupation
menial
identity

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# CNN NEWSROOM Guide

**July 24, 2000**

**Don't forget, CNN NEWSROOM airs all summer long. Tape segments throughout the summer to build a new video archive.**

## ---------- PROGRAM RUNDOWN ----------

**STORY** ...SEGMENT...PROGRAM

**CNN NEWSROOM OPEN** ... 01:10... 01:10

**TODAY'S NEWS** ... 00:30...01:40

**Top Story** ... 03:00...04:40
G-8 nations hold their annual summit on Okinawa.

**DAILY DESK** ... 00:30...05:10

**Environment Desk** ... 02:40...07:50
Researchers determine that a small increase in air pollution can raise the death rate of elderly Americans.

**WORLDVIEW** ... 00:30...08:20

**One World Habitat: Amazon Underwater** ... 04:00...12:20
Scientists are just beginning to explore the biodiversity of the Amazon.

**Wild Kingdom** ... 03:10...15:30
Turkey faces a growing black market trade in chimpanzees.

**Around the World** ... 03:10...18:40
Kangaroo Island is a showplace of Australian wildlife.

**NEWS CHRONICLE** ... 00:30...19:10

**Blues Monday: Billington Profile** ... 05:15...24:25
Singer Johnnie Billington teaches kids the blues.

**Turner Website Information** ... 00:45...25:10
Information on the CNN NEWSROOM Daily Classroom Guide

**Sports Page: Tiger Woods** ... 02:20...27:30
Tiger Woods wins the 2000 British Open golf tournament.

**CNN NEWSROOM CLOSE** ... 00:30... 28:00

## ---------- CNN NEWSROOM STORIES ----------

**CNN NEWSROOM OPEN**

## TODAY'S NEWS

### Top Story: G-8 Summit

1. Which industrialized nations comprise the "Group of Eight"? What was the focus of the 2000 G-8 summit? Why did the G-8 leaders choose to focus on development issues? What do you think will be the results of the summit?

2. Where was the summit held? What factors have shaped modern Okinawa? Why was this venue politically significant? Do you agree with Japan's decision to hold the G-8 summit on Okinawa? Why or why not?

3. Ask students to share what they know about the status of North Korea's relationship with each of the G-8 nations (U.S., Japan, Germany, Italy, France, Britain, Canada and Russia). Next, refer students to online resources, including the websites below, to learn about the security issues involving North Korea that were addressed at the summit. Divide your class into eight groups. Have each group represent one of the G-8 nations. Then, instruct your class to conduct a mock summit to discuss weather the G-8 nations should support North Korea's offer to end its ballistic missile program in exchange for international help with its space program.

4. As a class, discuss the differences between industrialized nations and developing nations. Then, share the following information with your students: According to a charter signed by the G-8 leaders, "Countries that succeed in harnessing (information technology's) potential can look forward to leapfrogging conventional obstacles of infrastructure development." Ask students: What is the meaning of this statement? What are some of obstacles that are related to infrastructure development in developing nations? Do you agree with the G-8 leaders? Why or why not?

5. Divide your class into three groups. Have each group prepare a presentation about one of the following global problems that were addressed at the summit: diseases/health care, the digital divide, or education. Direct each group to consider how and why the issue is impacting developing nations, and how the international community is responding to the problem. Also, challenge each group to identify additional measures that the G-8 nations might take to help resolve the issue. Following the presentations, ask students: Do you think industrialized nations should assume responsibility for the inequities that exist between the rich and poor nations of the world? Why or why not?

**LINKS:**
http://www.cnn.com/2000/ASIANOW/east/07/23/g8.summit.01/index.html
http://www.cnn.com/cwc/WORLD/europe/story6.html
http://www.cnn.com/2000/ASIANOW/east/07/22/g8.summit.02/index.html
http://www.cnn.com/2000/ASIANOW/east/07/22/g8.summit.02/popup.exclude.html
http://www.g8online.org/
http://www.virtualokinawa.com/
http://www.cnn.com/ASIANOW/time/magazine/2000/0724/japan.okinawa.html

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**EDITOR'S NOTE:**
digital divide
G-8 summit
Okinawa
developing nation
North Korea

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## DAILY DESK

### Environment Desk: Death By Pollution

1. By what percentage has the death rate among the elderly increased due to the increase in air pollution? While this percentage may seem small, why is it significant? How does big business feel about current air pollution standards? What were the sources of pollution studied by the scientists in this story?

2. Do you think air pollution has a significant impact on people's health? Explain. Do you think standards for air pollution should be increased or decreased? Why? Why do think elderly people are more susceptible to health problems caused by air pollution? How do you think such a small increase in air pollution can have such a pronounced effect on people's health?

3. It is important for students to understand the significance of how small an amount 20 micrograms per cubic meter is, to have such a profound effect on the health of the elderly. In order to help them understand this concept, have students create a Pollution Trap following the directions listed below:
   1. Cut a piece of white cardboard into a 6" x 6" square.
   2. Using a black marker, draw four equal sections on the cardboard.
   3. Place one piece of wax paper over the entire piece of cardboard, stapling it on all four sides.
   4. Smear petroleum jelly on the entire piece of wax paper with a popsicle stick.
   5. Particles (pollution) from the air will stick to the petroleum jelly on the wax paper. Place the pieces of cardboard in different areas of the classroom to see which areas are more polluted. (Examples: open window, A/C vent, etc.)
   6. Leave the pollution traps in place for at least a week.

   Have students count the number of particles in one section using a hand lens. Then have them predict how many particles would be in the entire trap by multiplying that number by 4. This should give you the approximate parts per million of the pollution you trapped. Challenge students to calculate how many more parts per million would place the existing air pollution into the dangerous zone for elderly people. Discuss what actions might be taken to reduce the current number of particles in the air.

**LINKS:**
http://www.epa.gov/airnow/
http://www.lungusa.org/air/envairpolex.html
http://www.cnn.com/2000/fyi/news/05/24/dirty.air/index.html

**EDITOR'S NOTE:**
Environmental Protection Agency

air pollution

**WORLDVIEW**

**One World Habitat: Amazon Underwater**

1. Locate the Amazon River on a world map. What is a rain forest? What kind of climate would you expect to find in a rain forest? What kinds of plants and animals are usually found in this kind of climate?

2. How does the Amazon Basin compare to European rivers and lakes in the number of species of fish found there? How many species of fish can be found in the Amazon Basin? Where is the Mamiraua Reserve? How does nature transform this region every year?

3. What is scientific research revealing about the Mamiraua Reserve ecosystem? Besides fish, what other animals are the scientists studying? How do these studies benefit interests beyond the

Reserve?

4. Inform your students that the Amazon River holds more than 20% of the world's fresh water and has at least 1,000 tributaries. This fact alone gives students some hints as to the depth of biodiversity that is found there. Have students work in groups to conduct research to learn more about the different plant and animal species found in the Amazon Basin. Have each group select one of these species and create an informative poster, website, or fact sheet that provides details about that species' place in the Amazon ecosystem.

5. Have each group of students select one river ecosystem anywhere in the world and investigate its plant and animal species, and the factors that threaten the existence of those species. Have each group share its findings. Discuss what might happen if one or several of these river ecosystems was drastically altered by pollution, overfishing, climate change, or other forces. Why is it so important to protect the world's river ecosystems?

**LINKS:**
http://www.conservation.org/WEB/NEWS/PRESSREL/00-0225-0.htm
http://www.natsafaris.com/beco1.htm
http://www.txinfinet.com/mader/ecotravel/amazon/amazon.html
http://www.umesc.usgs.gov/aquatic_ecology/threats/

**Wild Kingdom: Monkey Business**

1. How are the two newest additions to the Bosporus Zoo's Chimpanzee Habitat symbols of Turkey's primate problems? How do smugglers get the baby chimps? Where and how are the animals smuggled into Turkey?

2. What international legislation do Turkish officials say they are following to prevent the sale of endangered animals? Is there a law in Turkey against the sale of exotic animals? How does this lack of legislation in Turkey encourage the smuggling of primates? Explain.

3. In the video we learn that people are willing to pay $20,000 to own a cute baby chimpanzee, so the demand for these animals as pets is another factor that fuels their black market trade. Ask your students if they think owning exotic pets is a good idea, even if it were legal. Have students research the pros and cons of exotic pet ownership, and share their findings. Generate a class discussion on the meaning of the term "domestication," as it applies to animals. What is the difference between a domesticated and a wild animal? What habits and behavior does a wild animal exhibit that a domesticated animal does not? Many zookeepers and veterinarians advise against keeping exotic or wild animals as pets because they believe that domestication is a process that takes generations and cannot be "learned." Does your students' research support or refute that assertion? Discuss.

**LINKS:**
http://www.blarg.net/~critter/Primates/Primates.htm
http://netvet.wustl.edu/primates.htm
http://www.primate.wisc.edu/pin/sayno.txt
http://www.ifaw.org/exploitation.html

**Around the World: Kangaroo Island**

1. Where is Kangaroo Island? List the different kinds of animals that visitors to the island might see. How do the animals interact with humans who come to visit? Why do you think the animals appear to be unafraid of people?

2. What kinds of animals and plants might visitors to your region see? Have groups of students investigate your region's trees, flowers, birds, fish, and other animals to learn more about the wildlife of the region. Then have the groups share and combine their information to create a

comprehensive guide to the plants and animals of your area. Have students illustrate, edit and "publish" the guide and present a copy to your school's library.

**LINKS:**
http://www.dove.net.au/~rwoolly/welcome.html
http://www.tourkangarooisland.com.au/

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**EDITOR'S NOTE:**
Amazon River
Mamiraua Reserve
chimpanzee
Turkey
kangaroo

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**NEWS CHRONICLE**

**Blues Monday: Billington Profile**

1. Who is "Mr. Johnnie"? How did he earn money and a reputation as a young man? What is his Delta Blues Educational Program? What is its goal? Besides teaching blues music and its history, what benefits does this program offer to disadvantaged children in Lambert, Mississippi? How is the program funded? Who is doing most of the work in blues preservation? What, if anything, is unusual about this fact?

2. Mr. Billington has earned numerous awards for his efforts. Why do you think that he continues this program? What does he receive in return? Johnnie Billington says, "It is better to put a guitar in a child's hand than a gun." Do you think that a program such as Mr. Billington's can accomplish this goal? Why or why not?

3. Using listed websites, ask students to learn more about Johnnie Billington. Would they consider him to be a hero? Why or why not? What does it take to be a hero or a role model? Who else can they think of that has taken on the task of helping children out of poverty and crime through learning? Have they been positively influenced by such a role model?

4. Hold a discussion in which students consider other traditions that some adults try to pass on to younger generations. What is "heritage," and why is it important? If any of your students are involved in learning an ethnic or regional heritage, such as folk dancing, music, or storytelling, ask them to explain the value of the lessons. Challenge each student to find a cultural legacy about which he/she would like to learn more. Encourage each student to research the legacy and share its importance with the class.

**LINKS:**
http://www.pbs.org/riverofsong/artists/e3-johnnie.html
http://cgi.sacbee.com/news/projects/blues/02_billington.html
http://www.bluesed.org/

**Sports Page: Tiger Woods**

1. Who is Tiger Woods? What golf event did Mr. Woods recently win? Why is this win historically significant? What impact has Mr. Woods had on the sport of golf? Why do you think he has been such a powerful force?

2. Use the example of Mr. Woods' popularity to discuss sports heroes and role models. Ask students what qualities are needed to be a role model and a sports hero. Can an athlete be a sports hero, but not a role model? Is Tiger Woods in both, or just one of those categories? Ask students to consider other athletes and how they fit into these categories. Have students discuss whether it is important

for athletes to be role models. Direct students to defend their opinions in short essays.

**LINKS:**
http://sportsillustrated.cnn.com/golf/2000/british_open/news/2000/07/23/british_open_ap/index.html
http://www.tigerwoods.com/
http://www.pga.com/

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**EDITOR'S NOTE:**
Johnnie Billington
Delta Blues
heritage
Tiger Woods
golf

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# CNN NEWSROOM Guide

**July 25, 2000**

**Follow this year's political topics by watching CNN NEWSROOM's "Democracy in America" series, every Tuesday.**

## ---------- PROGRAM RUNDOWN ----------

**STORY** ...SEGMENT...PROGRAM

**CNN NEWSROOM OPEN** ... 01:35... 01:35

**TODAY'S NEWS** ... 00:45...02:20

**Top Story** ... 03:40...06:00
How do U.S. presidential candidates choose running mates?

**DAILY DESK** ... 00:45...06:45

**Health Desk** ... 05:30...12:15
The Human Genome Project may lead to cures for inherited diseases.

**WORLDVIEW** ... 00:45...13:00

**Top of the World** ... 04:10...17:10
Thousands of Haitian children are in slavery.

**Inside Asia** ... 02:55...20:05
Many Filipino children are working in illegal gold mines.

**Check it Out** ... 03:10...23:15
In India some people use clapping to cure illness.

**NEWS CHRONICLE** ... 00:45...24:00

**Democracy in America** ... 03:15...27:15
The vice president is only a "heartbeat away" from the presidency.

**CNN NEWSROOM CLOSE** ... 00:45... 28:00

## ---------- CNN NEWSROOM STORIES ----------

**CNN NEWSROOM OPEN**

**TODAY'S NEWS**

**Top Story: Vice President Selection**

1. What is the purpose of the national presidential conventions? When and where are the GOP and Democratic national conventions taking place? Who is expected to accept the GOP presidential

nomination? What individual is expected to accept the Democratic presidential nomination? What unusual political events occurred at national conventions that changed the course of presidential history?

2. What factors do presidential candidates consider when selecting a running mate? Have students examine political, geographic, qualifications, and personal factors, and why they are important to the vice presidential selection process. (Personal factors include intangibles that influence whether an individual is "electable.") After your class has considered these factors, have each student write an analysis of Governor Bush's choice for a vice presidential running mate. Instruct students to determine the factors that influenced Mr. Bush's decision, and whether or not they agree with his choice of candidate. Have students share their essays and discuss.

**LINKS:**
http://www.cnn.com/2000/ALLPOLITICS/stories/07/24/bush.vp/index.html
http://www.cnn.com/2000/ALLPOLITICS/stories/07/21/veep.thumbnails/index.html
http://www.cnn.com/2000/ALLPOLITICS/stories/07/24/veep7_24.a.tm/
http://www.cnn.com/ELECTION/2000/conventions/veepstakes/

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**EDITOR'S NOTE:**
national convention
delegate
Democratic Party

left wing
GOP

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**DAILY DESK**

**Health Desk: Human Genome**

1. What is Fanconi anemia? How has Fanconi anemia affected Amy Frohnmayer and her family? What are your thoughts and feelings regarding this story? What type of emotional issues do you think the Frohnmayers have had to deal with as a result of Amy's illness and the deaths of Katie and Kirsten? What actions have Mr. and Mrs. Frohnmayer taken to find a cure for Fanconi anemia? Who do you think has benefited, or will benefit, from their efforts?

2. Direct students to online resources, including the websites below, to learn more about human genome research. Students can use the following questions to guide their research:
   1. What is a genome?
   2. What is the Human Genome project?
   3. What is the status of human genome research?
   4. What are the potential benefits of human genome research?
   5. What is gene therapy?
   6. What is the status of gene therapy?
   7. How will mapping the human genome impact the future of medicine?

   After students discuss their findings, point out to students that characteristics of living organisms, such as diseases, are usually established by systems or combinations of genes and not by one gene acting alone. Then ask: How do you think this affects the level of complexity for scientists trying to figure out cause and effect relationships between certain genes and diseases?

3. Inform students that in 1989, Lynn and Dave Frohnmayer founded The Fanconi Anemia Research Fund, Inc. Their mission is, "to find effective treatments and a cure for Fanconi anemia, and to provide education and support services to affected families worldwide." Refer students to the websites below to learn more about Fanconi anemia, how it is diagnosed and treated, how the disease is related to leukemia and other cancers, and the progress that has been made by genetic researchers to find a cure. After students present their findings, ask: What obstacles need to be

overcome before a treatment for Fanconi anemia can be found? Do you think a cure for the disease can be found in time to save Amy? Why or why not?

Challenge students to draw upon their research to create a campaign to increase public awareness about Fanconi anemia. For example, students can write letters to the editor, or create informational brochures.

**LINKS:**
http://darkwing.uoregon.edu/~lfrohn/index.html
http://www.fanconi.org/
http://www.ornl.gov/TechResources/Human_Genome/home.html
http://www.wnet.org/archive/innovation/show1/html/animation2.html
http://www.rockefeller.edu/fanconi/mutate/otherlinks.html

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**EDITOR'S NOTE:**
Fanconi anemia
human genome
Nobel Prize
bone marrow

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**WORLDVIEW**

**Top of the World: Nobody's Child**

1. Locate Haiti on a world map? Who is Jean-Robert Cadet? What is a "restavec"? How do children become restavecs? How many of Haiti's children are restavecs? What type of abuse and exploitation did Mr. Cadet suffer as a child? How did these experiences impact his life? How did Mr. Cadet overcome these obstacles?

2. Today thousands of Haitian children are in slavery. These children are abused, denied education, and are suffering from untreated illness. What is Mr. Cadet doing to alert the world to the restavecs and to stop the exploitation of these children? How are the Haitian government and the international community addressing the restavec problem? Are these efforts effective? Why or why not? What else, if anything, do you think governments should do to stop Haitian children from becoming restavecs? In your opinion, what will become of Haiti and its people if slavery is allowed to continue?

3. Point out to students that, "Although the world is no longer blighted by the forms of slavery which were practiced openly in many countries during the nineteenth and even early twentieth centuries...slavery nevertheless, continues to be reported in a wide range of forms." Direct groups of student to online resources, including the websites below, to learn about the prevalence and impact of different types of modern slavery, including bonded labor, forced labor, child labor, trafficking, early and forced marriage, and chattel slavery. **(Please prescreen the last website as it contains content that may be inappropriate for some students.)** After groups share their information, ask: How does modern slavery differ from other human rights violations? What action has been taken by the international community to stop modern slavery? Why do you think slavery continues to exist? What can people do to stop modern slavery?

**LINKS:**
http://www.restavec.org/
http://www.unicef.org/

http://www.ilo.org/
http://www.antislavery.org/

**Inside Asia: Philippine Child Miner**

1. According to current estimates, how many working children are there in the Philippines? What are some Filipino children doing to earn money? Why? What are the physical risks associated with gold mining? Why do you think government officials aren't doing more to stop illegal mining operations in the Philippines?

2. Child labor is illegal in many countries, yet it is prevalent throughout the world. Group students and have each group conduct research to learn more about child labor in a specific country. What regulations are in place to restrict the age that individuals can work in that country? Are these regulations enforced? Have groups present and compare their findings. Discuss reasons why child labor laws are often ignored in some countries, and what can be done to improve the quality of life for those children who work due to economic crisis.

**LINKS:**
http://www.un.org/
http://www.globalmarch.org/about_the_march/19_manila_kickoff.htm
http://www.ssc.wisc.edu/irp/faq6.htm
http://cpmcnet.columbia.edu/dept/nccp/98Upress.html

**Check it Out: India Clapping Cure**

1. Who is Mr. Bajaj? What is the origin of the clapping cure? What ailments can allegedly be cured by clapping? Why do you think some Indians use clapping, rather than other forms of medicine?

2. According to the story, "By clapping, the lines of fate in your hands change and your fate changes." What is fate? Do you believe in fate? Why or why not? What does this statement reveal about the Hindu beliefs?

3. Inform students that, "Ancient Indian medicine, in fact Hindu medicine, since Hinduism was the only religion existing those days in India, goes back to 6000 years B.C. or more." Direct students to multimedia resources, including the first three websites below, to learn about the history of India, Hinduism and Hindu medicine. Have students examine how the Hindu religion and Indian belief in the supernatural influenced their medical practices. Have students share their findings and discuss.

4. What are some of the differences between clapping and traditional Western medical practices? Why do you think the clapping cure works for some people? Remind students that the clapping cure has yet to be subjected to clinical trials. Do you think clinical trials are necessary? Why or why not? How might a scientist determine whether or not clapping is an effective and safe form of medical treatment? Give an example.

5. In many Asian cultures, traditional medicine relies heavily on non-pharmaceutical treatments such as herbology, acupuncture, and massage. Challenge groups of students to select one traditional medicine approach and conduct research to learn more about it. Have groups present their findings. For what illnesses and disorders are these treatments recommended? How would one go about establishing whether and to what degree each has been effective? Ask a local medical professional to address the class on the pros and cons of Eastern traditional medicine. Discuss what consumers need to know if they plan on pursuing one of these courses of treatment.

**LINKS:**
http://www.mic.ki.se/India.html
http://www.indiagov.org/culture/history/intro.htm
http://www.hinduismtoday.kauai.hi.us/books/drt/Healing_Index.html
http://www.geocities.com/Paris/2862/mytholgy.htm

http://okay.com/orientalhealingarts/index.html
http://www.labmed.umn.edu/~john/papers/altmed.html

**EDITOR'S NOTE:**
Haiti
restavec
slavery
Philippines
child labor
gold mines
Hindu
fate

**NEWS CHRONICLE**

**Democracy in America: Vice Presidential Succession**

1. When was the first time in U.S. history that a vice president ascended to the presidency? What circumstances mandated this ascension? Who was the sitting vice president at the time? What does the story offer as possibly "the worst succession"? Why?

2. Who succeeded President John Kennedy in 1963? What event led to Lyndon Johnson's succession? How would you describe President Johnson's record on domestic issues? On international issues? Identify the president under whom each of the following vice presidents served: Hubert Humphrey, Richard Nixon, Spiro Agnew, Gerald Ford. Which of these men eventually became president? Who was the only unelected vice president to ascend to the presidency?

3. Often it is said that the vice president is a "heartbeat away" from the presidency. Read this statement to students and discuss its meaning. When has U.S. history proven this statement to be true? Do students think that voters consider the "heartbeat" factor when voting for a presidential candidate and his/her running mate? Discuss.

4. What constitutional guidelines govern vice presidential succession to the presidency? Inform students that in the early days of the U.S., the vice president was the candidate who received the second highest number of votes for president, and that there was no clear constitutional direction given for circumstances when the president could no longer execute the duties of his office. Direct students to the 25th Amendment and have them read it. Discuss the circumstances under which the vice president becomes president, as mandated by the 25th Amendment. Point out that this amendment was proposed in 1965 and ratified in 1967. What events do students think led to the amendment's ratification? Do students think the 25th Amendment is necessary? Why or why not?

**LINKS:**
http://lcweb2.loc.gov/const/const.html
http://constitution.by.net/uSA/AfterTenAmds.html
http://www.ipl.org/ref/POTUS/index.html

**EDITOR'S NOTE:**
impeach
lame duck
segregation
Civil Rights Act
Voting Rights Acts

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# CNN NEWSROOM Guide

**July 26, 2000**

**CNN NEWSROOM airs all summer! Partner with colleagues and tape different weeks. You'll have hours of programming when you return from break.**

## ---------- PROGRAM RUNDOWN ----------

**STORY** ...SEGMENT...PROGRAM

**CNN NEWSROOM OPEN** ... 01:25... 01:25

**TODAY'S NEWS** ... 00:45...02:10

**Top Story** ... 05:15...07:25
-An Air France Concorde crashes near Paris.
-Many people consider the Concorde to be a technological marvel.

**In the Headlines** ... 02:25...09:50
The Camp David Mideast peace talks collapse.

**DAILY DESK** ... 00:35...10:25

**Business Desk** ... 02:30...12:55
Hi-tech companies are vying for employees.

**WORLDVIEW** ... 00:45...13:40

**Political Front** ... 03:25...17:05
Koreans in the Chinese city of Yanji experience a cultural revival.

**Inside Africa** ... 03:15...20:20
Power cuts increase the severity of Kenya's drought-related crisis.

**Artistry in Action: Fashion Awards** ... 04:10...24:30
New York City hosts this year's American Fashion Awards.

**NEWS CHRONICLE** ... 00:40...25:10

**Democracy in America** ... 02:00...27:10
GOP presidential candidate George W. Bush names Dick Cheney as his running mate.

**CNN NEWSROOM CLOSE** ... 00:50... 28:00

## ---------- CNN NEWSROOM STORIES ----------

**CNN NEWSROOM OPEN**

**TODAY'S NEWS**

**Top Story: Concorde Crash**

1. What do we know about the crash of the Air France Concorde that left Charles de Gaulle airport yesterday? How many people died in the crash? How have Air France, emergency personnel, and government authorities responded to the situation?

2. How will investigators attempt to determine the cause of this accident? Lead a class brainstorming session to generate a list of things investigators will consider, for example, eyewitness accounts, the plane's "black box," and physical evidence from the wreckage. Discuss how French authorities will be working like detectives to establish the reason for the crash.

3. The loss of life is always the most tragic aspect of any disaster. Allow students to express how they feel about tragedies such as this by having them write confidential journal entries. Encourage them to express their sympathy, fears and other emotions with which they are dealing as they watch the news and learn more about this tragedy.

4. How is the Concorde different from other passenger jets? Why is it considered a "technological marvel"? When was the Concorde put into commercial service? What is the airfare for a transatlantic flight on the Concorde? What was the Concorde's safety record prior to yesterday's crash? Why might the 13 remaining Concorde jets be put out of commission? What is your opinion of the situation?

5. Does flying bother you? If so, why? Do you have concerns about air safety? Explain. Point out to students that in spite of the press that airplane crashes receive, flying is still statistically one of the safest ways to travel. Use this opportunity to have students investigate the accident and fatality statistics related to different modes of travel (plane, car, ship, train) and share their findings. What accounts for each mode's statistics? How can travelers assist in making their journeys safe in each case?

**LINKS:**
http://www.cnn.com/2000/WORLD/europe/07/25/concorde.crash.07/index.html
http://www.cnn.com/2000/WORLD/europe/07/25/concorde.safetyworries/
http://press.britishairways.com/cgi-bin/show_front.pl
http://www.airsafe.com/
http://www.faa.gov/

**In the Headlines: Mideast Peace**

1. What was the purpose of the Camp David summit? Which world leaders participated in the summit? What was the role of the U.S.? Do you think the summit was successful? Explain.

2. What was the "main sticking point" of the summit? Have students review the history and political significance of Jerusalem. Why is Jerusalem a major point of contention for Israeli Prime Minister Ehud Barak and Palestinian leader Yasser Arafat? Do you think these leaders can resolve the Jerusalem issue? Why or why not?

3. According to the video, "all three parties noted the negotiations had been unprecedented in both scope and detail." Direct students to online resources, including the websites below, to review the core concerns facing Israelis and Palestinians, and the evolution of their negotiations during the last nine years. After students present their information, generate a class discussion about the sacrifices that will have to be made by both Israel and Palestine if a lasting peace is to be achieved. What are the possible political repercussions for both countries if their negotiation efforts are unsuccessful? Discuss.

**LINKS:**
http://www.cnn.com/2000/WORLD/meast/07/25/mideast.summit.04/index.html
http://www.state.gov/www/regions/nea/peace_process.html

http://metalab.unc.edu/sullivan/docs/CampDavidAccords.html
http://cnn.com/WORLD/struggle_for_peace/
http://menic.utexas.edu/menic/

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**EDITOR'S NOTE:**
Concorde
Paris
supersonic
sovereignty
concessions
Jerusalem
Yasser Arafat
Ehud Barak

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**DAILY DESK**

**Business Desk: Dot Com Interns**

1. Why are hi-tech companies vying for prospective employees? What strategies are these companies using to recruit young workers? How do these companies benefit by having student interns? How do students benefit from participating in the internships? Are you interested in working as an intern for a hi-tech firm? Why or why not? If so, for which company would you want to work? Why?

2. To what extent have computer technologies and the Internet transformed business and employment opportunities? Explain. Discuss how the capitalist nature of the Internet industry is creating economic opportunities for many people who may not have had opportunities in traditional businesses.

3. As a class, compare the current state of the U.S. economy to the U.S. economy during the Great Depression. Then ask students: Do you think the state of the economy affects people's attitudes and priorities about work and job security? Explain. Point out to students that one benefit of hi-tech internships is that many companies guarantee employment to successful interns after graduation. Do you think this factor is important to prospective hi-tech interns? Why or why not?

**LINKS:**
http://www.hoovers.com/industry/snapshot/0,2204,26,00.html
http://stats.bls.gov/oco/cg/cgs033.htm
http://www.idg.net/go.cgi?id=285729
http://www.mdhitech.org/education/intern.shtml
http://www.campusaccess.com/campus_web/intern/i3int_tec.htm

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**EDITOR'S NOTE:**
Palm Pilot
compensation
intern
Internet
hi-tech

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**WORLDVIEW**

**Political Front: China Ethnic Koreans**

1. Locate China, North Korea and South Korea on a world map. How do these nations' forms of

government differ? How many ethnic Koreans live in Northeast China? Why is the city of Yanji culturally unique? What is a "cultural renaissance"? What are some examples of the Korean cultural renaissance that is occurring in Yanji?

2. Ask students to share what they know about the history of Korea since the Korean War. Have students create a timeline that illustrates how the relationships between China, North Korea and South Korea have changed since the beginning of the Cold War. After students complete the timeline, ask: How did China's Cultural Revolution affect ethnic Koreans in China? When and why did China begin to normalize relations with South Korea? What is the status of the relationship between North Korea and South Korea? Do you think the revival of Korean culture in Northeast China is politically significant? Explain.

3. What is culture? How is culture important to a society and its people? Do you think it is important to preserve cultures? Why or why not? How does education impact a culture? Have students consider how increasing the secondary and post-secondary educational opportunities for Koreans in Northeast China might impact their culture.

4. As a class, review the different aspects of Korean culture that are being practiced in Northeast China, such as traditional weddings, music and songs. Then, have small groups of student prepare multimedia presentations about the origins of traditional cultural practice from their country. After the presentations, ask students: Do these cultural practices reflect or reinforce specific political and religious ideologies? Explain. If so, to what extent do these ideologies impact or define your country's culture? How might banning these cultural practices impact your country and its people?

**LINKS:**
http://www.emulateme.com/koreasouth.htm
http://www.odci.gov/cia/publications/factbook/kn.html
http://www.cnn.com/SPECIALS/1999/china.50/
http://www.koryogroup.com/asl/report.html
http://www.tcsaz.com/koreanwar.html

**Inside Africa: Kenya Power Cuts**

1. Who is Kenya's president? What type of crisis is Kenya currently facing? What challenges are the citizens of Kenya facing during this crisis? How will Kenya's economy and its citizens be affected by the power cut?

2. What is a drought? Have students research Kenya's climate. How does the weather in Kenya this year compare to the country's weather in previous years? How has the drought affected Kenya's people, agriculture, and economy?

3. Who is Wilford Kiboro? How do Mr. Kiboro's and President Moi's views on Kenya's crisis differ? Who heads Kenya's Energy Ministry? Is this an elected or appointed position? Why do you think this is an important distinction? What is the role of Kenya's government in the drought-related crisis? Review the following statement with your students: "Demanding privatization...Western donors held back funds crucial to developing Kenya's energy sector." Have students put this statement into their own words and define the terms "privatization" and "energy sector." Ask students: Why does Kenya need the assistance of other nations? Do you think the international community should provide additional assistance to Kenya? Explain.

4. Have students review the story and create a list of the various social and economic problems that exist in Kenya as a result of the drought. For each problem, instruct students to develop a solution from President Moi's perspective and from Mr. Kiboro's perspective. Then, ask students to determine the benefits and drawbacks of each solution. If the solutions for each problem differ greatly, challenge students to develop a resolution that reflects the best interest of the Kenyan people.

**LINKS:**
http//kenyaweb.com/kenyagov/index.html
http//bluehen.ags.udel.edu/deces/nps/nps.08.html
http://www.cnn.com/SPECIALS/views/y/1999/10/vanmarsh.kenya.oct22/

**Artistry in Action: Fashion Awards**

1. What is the purpose of the American Fashion Awards? Where did this year's award ceremony take place? Which celebrities attended the awards? Who were the winners of this year's awards?

2. As a class, create a list of the designers mentioned in the video. Divide your class into small groups. Have each group prepare a presentation about the designer and his/her work. Instruct students to identify how the person became a designer, what factors contributed to his/her success, the evolution of his/her clothing designs, and how he/she influenced the fashion industry and fashion trends. After the presentations, have students critique the designers' work. Ask students: How does fashion impact a culture? Why do certain styles become fashion trends?

   **EXTENSION:** Challenge each student to design a type of clothing or accessory, and to create a sketch of his/her design. Have students share their sketches with the class.

**LINKS:**
http://www.cnn.com/2000/STYLE/fashion/06/01/puff.daddy.ap/index.html
http://www.cnn.com/2000/STYLE/fashion/06/29/lang/index.html
http://www.cfda.com/FALL2000/news.html
http://www.pleatsplease.com/

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**EDITOR'S NOTE:**
culture
renaissance
Korea
China
Kenya
drought
American Fashion Awards

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**NEWS CHRONICLE**

**Democracy in America: Dick Cheney**

1. Who is Dick Cheney? Why do you think presidential candidate George W. Bush chose Mr. Cheney to be his running mate? When did Mr. Cheney run for president? Based on his brief run for the presidency, what assumptions can be made about Mr. Cheney as a vice presidential candidate?

2. Refer students back to the video and to multimedia resources to identify Mr. Cheney's and Mr. Bush's personal and professional backgrounds, and their views on major political issues. Then, as a class, create a chart that illustrates the similarities and differences between Mr. Bush and Mr. Cheney. Ask students: In what way do Mr. Bush and Mr. Cheney complement each other? How do you think Mr. Cheney will affect Mr. Bush's presidential campaign? Do you think Mr. Cheney is a good choice as the GOP vice presidential candidate? Explain. Why do you think Mr. Cheney accepted the GOP vice presidential nomination?

3. Challenge your students to examine the individuals who have served as U.S. vice president and assess their performances. Have each student choose one vice president at any time in U.S. history, and research his qualifications, effectiveness, and service while in office. Have each student present his/her findings. Inform students that John Nance Garner, Franklin Roosevelt's first vice president, once described the vice presidency as not worth "a bucket of warm spit." In contrast, John Adams,

the first vice president, said of his office, "In this I am nothing, but I may be everything." Which quote best describes each of the vice presidents that were profiled by the students? Why? Discuss.

**LINKS:**
http://www.cnn.com/2000/ALLPOLITICS/stories/07/25/bush.vp/index.html
http://www.cnn.com/2000/ALLPOLITICS/stories/07/23/cheney.profile/

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**EDITOR'S NOTE:**
Dick Cheney
GOP
vice president
George W. Bush

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# CNN NEWSROOM Guide

**July 27, 2000**

**Don't forget, CNN NEWSROOM airs all summer long. Tape segments throughout the summer to build a new video archive.**

## ---------- PROGRAM RUNDOWN ----------

**STORY** ...SEGMENT...PROGRAM

**CNN NEWSROOM OPEN** ... 01:10... 01:10

**TODAY'S NEWS** ... 00:35...01:45

**Top Story** ... 04:10...05:55
Cubans celebrate the start of the Cuban Revolution.

**DAILY DESK** ... 00:30...06:25

**Science Desk** ... 03:15...09:40
Is the Americans with Disabilities Act working?

**Science Desk Extra: Robotic Wheelchair** ... 02:20...12:00
New technology turns old wheelchairs into ones capable of steering themselves.

**WORLDVIEW** ... 00:35...12:35

**Communication Transformation: eBid Monk** ... 07:10...19:45
An online auction site is establishing ground in Ireland.

**Inside North America** ... 03:20...23:05
American communities vie for technology related monikers.

**Turner Website Information** ... 00:45...23:50
Information on the CNN NEWSROOM Daily Classroom Guide

**NEWS CHRONICLE** ... 00:35...24:25

**Cool Braces** ... 02:55...27:20
Braces are now a trendy fashion accessory.

**CNN NEWSROOM CLOSE** ... 00:40... 28:00

## ---------- CNN NEWSROOM STORIES ----------

**CNN NEWSROOM OPEN**

**TODAY'S NEWS**

**Top Story: Cuban Anniversary**

1. What political event occurred in Cuba on July 26, 1953? Why did over one million people march in Cuba yesterday? Do you think the Cuban marchers will have a political impact? Explain.

2. Refer students back to the video to review the evolution of U.S.-Cuba relations during the last century. When did the U.S. and Cuba first establish relations? Who was Jose Marti? When and how did Cuba gain its independence from Spain? What was the nature of America's relationship with Cuba after the Spanish-American War? Who is Fidel Castro? Under what circumstances did Fidel Castro come to power in Cuba? What factors do you think have enabled Fidel Castro to remain in power for 41 years?

3. How has the relationship between the U.S. and Cuba changed since the Cold War? What is the reason for the U.S. embargo against Cuba? How long have U.S. trade sanctions against Cuba been in effect?

4. Direct students to multimedia resources, including the websites listed below, to research the political and social impact of the Cuban Revolution. Have students conduct a debate whether or not Cuban citizens have benefited from the social changes that were brought about by the Cuban Revolution.

5. Describe the economic situation in Cuba. How might the lives of many Cubans change if the U.S. government modified or ended its embargo against Cuba? Do you think additional economic reforms would be needed to improve the standard of living for the average Cuban? Explain. Have each student write a position paper in response to one of the following questions: Should the U.S. lift its trade embargo against Cuba? Is it possible for the U.S. and Cuba to reconcile their political differences? Have students present their papers and discuss.

**LINKS:**
http://www.cnn.com/2000/WORLD/americas/07/25/cuba.march.ap/index.html
http://www.cnn.com/2000/ALLPOLITICS/stories/07/21/cuba.vote/index.html
http://www.hartford-hwp.com/archives/43b/index-c.html
http://www.granma.cu/ingles/index.html

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**EDITOR'S NOTE:**
Cuba
embargo
anachronism
ideological offensive

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**DAILY DESK**

**Science Desk: ADA Anniversary**

1. What is a disability? What is discrimination? How have disabled people been discriminated against in American society? When was the Americans with Disabilities Act (ADA) instituted?

2. Do you know someone who is disabled? If so, describe the challenges that this person faces as a result of his/her disability.

3. Refer students to online resources, including the last website below, to learn about the ADA. Do you think the act has eliminated discrimination against the disabled? Explain. If not, how does society continue to discriminate against disabled people? Do you think the ADA is necessary? Why or why not?

4. Does your community accommodate disabled people? Explain. Group students. Have groups survey sections of their community to determine whether or not sidewalks, businesses, public

facilities, and recreational areas are accessible to handicapped people. Have groups write reports of their findings and, if necessary, propose ways to improve the handicap accessibility of their community.

**LINKS:**
http://www.cnn.com/2000/LAW/07/25/ada.anniversary/index.html
http://www.usdoj.gov/crt/ada/adahom1.htm
http://www.aapd-dc.org/
http://www.ncd.gov/

**Science Desk Extra: Robotic Wheelchair**

1. How does the wheelchair described in the story know when there is an obstacle in its path? For what original purpose was this technology developed? What type of wheelchair did the researcher in this story rescue? Why do you think these chairs were chosen?

2. How do you think the new wheelchair will make things significantly better for handicapped people? This story focuses mainly on the movement of wheelchairs. What other technological additions could be built into the wheelchair to assist multiple-handicapped users?

3. Technological advances have increased not only our knowledge, but improved our quality of life as well. The technology that helped Sojourner navigate the rocky Martian landscape will also improve the quality of life for many handicapped people. Challenge students to investigate additional technological advances that have impacted the lives of handicapped people. Have students perform the following activity using the websites listed below and other current resources. Divide the class into small groups of 3-4 students. Have each group:
   1. Research a technological innovation and describe how that innovation has improved the lives of handicapped persons.
   2. Explain how the science behind the technological innovation works.
   3. Explain the social significance of the innovation.

   Have each group give an oral presentation explaining its findings. Lead students in a discussion on the financial feasibility of the innovations they researched and assess whether they would be affordable for the common household.

**LINKS:**
http://nethead.com/~dr_bill/index1.html
http://www.educ.wsu.edu/KLS/Assistive_Technologies/Athletic_Equipment_Links.html
http://www.state.ny.us/dss/cbvh/cbvh301.htm
http://www.abledata.com/Site_2/specific.htm
http://r2d2.kipr.org/robots/tm.html
http://www.shadow.org.uk/
http://www.jpl.nasa.gov/releases/97/pfsmarts.html
http://id.mind.net/~zona/mstm/physics/light/rayOptics/reflection/reflection1.html

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**EDITOR'S NOTE:**
curb cuts
accessible
legislation
compliance
integration
sensors
reflected beam

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**WORLDVIEW**

**Communication Transformation: eBid Monk**

1. Where is Ireland located? How many people live in the Republic of Ireland? What percentage of Ireland's citizens practice Catholicism? Who is Cairan Forbes? With which monastery is he affiliated? What is his special talent?

2. How does an online auction differ from a traditional auction? Why do some sellers choose to offer their items at an online auction? Why do you think online auctions appeal to many buyers? What are some examples of how online auctions are being used to help others?

3. What is eBid? How does this Irish online auction site compare to eBay.com? Why do these differences exist? In your opinion, to what extent might economic and cultural factors influence the success of an online auction company?

4. Facilitate a class discussion about the concept of monetary "value," and how different items can have different values. For example, the monetary value of a car might be different for a car collector versus someone who has a sentimental attachment to the car. How much did an online buyer pay for one of Brother Cairan's bowls? Why do you think the bowl commanded such a high price? Do you think this price was fair? Why or why not?

5. What is Brother Cairan's opinion of the Internet and eBid? Using eBid eliminated the need for Brother Cairan to go out into the community to peddle his work. What are the benefits and drawbacks of eliminating this step? Use this question as a springboard to discuss how the Internet is affecting individual societies and the global community. Ask students: In your opinion, will the expansion of the Internet dilute or eradicate "old world traditions"? Give an example to support your opinion.

   **EXTENSION:** Ask students whether or not they would be interested in participating in an online auction. Then, refer them to the last two websites below to learn more about the pitfalls associated with online auctions. Instruct students to create a list of precautions that people can take to minimize these risks.

**LINKS:**
http://www.bibl.u-szeged.hu/~vidaa/shae/glenstal.html
http://www.glenstal.ie/monastery/mhome.html
http://www.ebid.ie/
http://www.ebay.com/
http://www.cnn.com/TECH/computing/9909/13/wild.web.idg/index.html
http://www.auctionsecurity.com/Auction_List.html
http://www.idg.net/go.cgi?id=159952

**Inside North America: Moniker Gap**

1. What is a "moniker"? What are some of the technology related monikers that are being used by different U.S. communities? Why do you think there is such stiff competition for these monikers?

2. To what extent do you think the name of a company is important to its success? Explain. What factors do you think should be considered when choosing a name for a company? Direct each student to develop an idea for a business. Refer your class to the last website below to read about business naming tips, and have each student create a name for his/her business. Then, have students consider how they might use the Internet to promote their businesses, and create domain names for their Internet sites (such as turnerlearning.com). The fourth and fifth websites below offer useful information about selecting domain names. After students present their ideas, discuss whether the names accurately reflect the businesses. Ask students: What are the similarities and differences between naming a company and a domain site? Did you encounter any problems in selecting your company and domain names? If so, explain.

**LINKS:**

http://www.cnn.com/2000/US/05/29/moniker.gap/
http://www.techweb.com/wire/story/TWB19990217S0014
http://www.tbtf.com/archive/1999-08-16.html#s03
http://www.moniker.net/
http://www.company-names.co.uk/domains.htm

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**EDITOR'S NOTE:**
Ireland
cloistered
monk
Internet
moniker

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**NEWS CHRONICLE**

**Cool Braces**

1. Did you ever wear braces? If so, how did you feel about wearing them? How has the image of having braces changed in recent years? Why do you think braces are now popular among many teens? Are they popular among teenagers in your community? Why or why not?

2. Why do people get braces? Do you think it is important to have straight teeth? Explain. What is "orthodontics"? Invite an orthodontist to talk to your students about the history of orthodontics, the type of medical conditions that orthodontists treat and the training it takes to become an orthodontist.

3. According to the video braces are now "a trendy, must-have fashion accessory." How do trends get started? Ask students to identify fashion trends with which they are familiar. Have students interview older family members to learn more about fashion trends that were popular when they were young. Then have students note fashion trends in magazines or stores where they shop. Discuss the reasons why consumer preferences change, and how some trends resurface over time. Ask students: Do you think braces will be "cool" 15 years from now? Why or why not?

**LINKS:**
http://www.cnn.com/2000/US/07/24/cool.braces/
http://www.bracesinfo.com/
http://www.ada.org/consumer/faq/braces.html

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**EDITOR'S NOTE:**
braces
orthodontics
fashion accessory
trend

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**External websites are not endorsed by Turner Learning.**

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# CNN NEWSROOM Guide

**July 28, 2000**

**Show your students how others have developed ideas, communicated and altered the course of history! Enroll now in TCM BY THE BOOK by faxing your name, school address, and phone number to TCM at (770) 739-7085.**

## ---------- PROGRAM RUNDOWN ----------

**STORY** ...SEGMENT...PROGRAM

**CNN NEWSROOM OPEN** ... 01:05... 01:05

**TODAY'S NEWS** ... 00:35...01:40

**Top Story** ... 04:00...05:40
-CNN NEWSROOM reviews the history of Napster.
-Napster is shut down by a federal judge.

**In the Headlines** ... 01:00...06:40
Flight recorders reveal information about the crash of Concorde Flight 4590.

**DAILY DESK** ... 00:30...07:10

**Editor's Desk** ... 03:50...11:00
Is your privacy protected on the Internet?

**WORLDVIEW** ... 00:25...11:25

**Culture Watch** ... 10:45...22:10
For many dancers, Broadway is the mecca of dance.

**NEWS CHRONICLE** ... 00:20...22:30

**E-Philanthropy** ... 02:35...25:05
Nonprofits reap the rewards of the Web.

**Student Bureau** ... 02:35...27:40
In the U.S., students prepare for the National Youth Conventions.

**CNN NEWSROOM CLOSE** ... 00:20... 28:00

## ---------- CNN NEWSROOM STORIES ----------

**CNN NEWSROOM OPEN**

**TODAY'S NEWS**

**Top Story: Napster Controversy**

1. What is Napster? What does Napster enable Internet users to do? Why do you think Napster is so popular among college students? What are the benefits and drawbacks of Napster for musicians and music distributors?

2. Who filed the lawsuit against Napster? What was the U.S. District Court judge's ruling on the Napster case? How might this ruling impact Napster, record companies and musicians? How has Napster responded to the ruling?

3. What is "Internet music piracy"? Have students consult the Internet, including the last website below, to learn more about copyrights and their role in protecting music and other artistic creations. Share student findings. Ask students: What is "intellectual property"? How is it different from one's personal property? Do you think downloading music without paying for it is stealing? Why or why not? After the class discussion, have students debate whether or not they agree with U.S. District Judge Marilyn Patel's decision to grant a preliminary injunction against Napster. Instruct students to consider the following questions as they prepare their arguments: To what extent are MP3's affecting the recording industry? Are Napster and similar websites violating copyright law or are they providing a legitimate service? After the debate, ask students how they think the U.S. Court of Appeals will rule on the case.

**LINKS:**
http://www.cnn.com/2000/LAW/07/27/napster.appeal.01/index.html
http://www.cnn.com/2000/TECH/computing/07/27/riaa.site/index.html
http://www.mp3.com/
http://napster.com/
http://fairuse.stanford.edu/

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**EDITOR'S NOTE:**
MP3's
server computers
Napster
bandwidth

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**DAILY DESK**

**Editor's Desk: Web Bugging**

1. Is your privacy protected on the Internet? Explain. Who keeps track of what sites you visit on the Internet? How are advertisers able to know who visits a specific website? What is a "cookie"? Does a person who visits a website that contains a cookie know if they are being tracked? Explain.

2. What type of personal information do you think people put forth every time they use the Internet? Why do you think many advertisers monitor website activity? Why do you think there are companies that develop profiles of Internet users? How do advertising companies individualize websites?

3. In the video, Robert Pitofsky of the Federal Trade Commission notes that, "technology changes so rapidly that you see new opportunities for exploiting people occurring much more rapidly than you would in the offline marketplace." What does Mr. Pitofsky mean? Point out to students that while technology has afforded convenience to consumers, there are also times when it has jeopardized consumer privacy. Challenge students to find some examples of times when consumer privacy is compromised or jeopardized by technology. Share group examples and discuss possible avenues of consumer recourse in instances where sensitive information has been sold or mishandled. Then ask students: What can people do to protect themselves from being exploited?

4. Divide the class into small groups. Assign each group one of the following topics: travel, technology, space, food, professional sports or entertainment. Direct each group to "surf" the

Internet for 30 minutes to locate websites related to its assigned topic. As they surf the Internet, have groups create lists of all the advertisements that appear. Next ask each group to categorize the advertisements by product type or service, and tally each category. After groups present their findings, ask students: How might companies use this Internet activity information?

**LINKS:**
http://www.privacyrights.org/
http://www.privacyrights.org/FS/fs21-children.html
http://www.ftc.gov/bcp/conline/pubs/online/kidsprivacy.html
http://www.ftc.gov/bcp/conline/pubs/buspubs/coppa.html
http://www.ftc.gov/bcp/conline/edcams/kidzprivacy/index.html

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**EDITOR'S NOTE:**
clear GIFs
Web bug
pings
cookie
privacy rights

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**WORLDVIEW**

**Culture Watch: Dance Fever Broadway**

1. Where is Broadway located? Why are Broadway musicals unique? Which Broadway shows were mentioned in the video? Have you ever seen any of these productions? If so, what is your opinion of the shows?

2. What inspired Scott Wise, Serena Soffer and Danielle Ramet to become dancers? What types of challenges has Danielle experienced since she moved to New York City? Why do you think so many dancers want to dance on Broadway?

3. How difficult do you think it would be to get a job as a dancer in a Broadway production? Explain. What type of training must dancers go through to dance professionally on Broadway? In your opinion, what are the benefits and drawbacks of being a Broadway dancer? What sacrifices do many dancers make to dance in a Broadway production?

4. If you have students in your class who study dance, ask them to share their experiences and explain why they dance. Ask them: Why do you think dance is considered a form of art? In your opinion, how is dance different from other art forms? Explain.

5. Refer students to the fourth website below to learn about different forms of dance. Divide your class into small groups. Have each group select a form of dance and prepare a presentation about its history and cultural significance. Challenge each group to provide examples of the dance form using either music videos, movies, or by giving a live performance. After the presentations, have students compare and contrast the different forms of dance. Ask your class: How does dance influence and reflect a culture?

6. If possible, have students view a video of an American musical. Then, have students write a review of the dance numbers in the production. Instruct students to consider how the dancing affects the overall production, and how the music and dance reflect American culture. Have students share their reviews and discuss.

**LINKS:**
http://www.bwydance.com/

http://www.danceart.com/nydancescene/broadway.htm
http://www.search-beat.com/musicals.htm
http://www.artswire.org/Artswire/www/dance/type.html
http://encarta.msn.com/find/concise.asp?z=1&pg=2&ti=05B50000
http://encarta.msn.com/find/Concise.asp?z=1&pg=2&ti=761575355

**EDITOR'S NOTE:**
dance
Broadway
Bob Fosse
American musicals

**NEWS CHRONICLE**

**E-Philanthropy**

1. What is philanthropy? What Web-based charities are mentioned in the video? How do sponsors and the charities benefit from the nonprofit websites? What is the "downside" of online giving?

2. Challenge each student to find one example of an online charity. Direct each student to research the history and mission of the charity, how donations are used, the website's sponsors, and whether or not the charity is approved by the Better Business Bureau. Following the presentations, have students consider the similarities and differences between online and traditional philanthropy, and the benefits and drawbacks of each.

**LINKS:**
http://www.cnn.com/2000/TECH/computing/06/22/nonprofit.web.idg/index.html
http://www.idg.net/go.cgi?id=276715
http://www.thestandard.com/survey2?Ntookcook=1
http://www.bbb.com/reports/charity.asp
http://www.bbb.com/pas/standardsdiscussion.asp

**Student Bureau: Youth Politics**

1. What is Youth in Action? What is the purpose of the National Youth Conventions? When and where are these conventions taking place? Do you think the youth segment of the population is important in a political race? Why or why not?

2. What issues are the most important to young Americans? Refer students to multimedia resources, including the links below, to learn how Vice President Al Gore and Governor George W. Bush stand on these issues. Then have students conduct a straw vote: Who are the majority of young Americans (18-24) likely to vote for: Mr. Gore or Mr. Bush?

3. During each political convention, "delegates" for the nonpartisan National Youth Conventions will meet politicians and present their National Youth Platform. Have each student select an issue and write a nonpartisan platform about the issue. Have students share their platforms and discuss. Then, refer students to the youthlink website, which is listed below, to share their political opinions with young people around the country.

**LINKS:**
http://www.youthlink.org/
http://www.youthlink.org/gyanaboutgyan.html
http://www.youthlink.org/cgi-bin/dyn/build.sh
http://www.cnn.com/2000/fyi/sb/06/21/youth.vote/
http://www.cnn.com/ELECTION/2000/

**EDITOR'S NOTE:**
earmark
corporate sponsor
philanthropy
youth vote
convention
nonpartisan

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# CNN NEWSROOM Guide

**July 31, 2000**

**Teachers, please note: Due to technical difficulties, today's program is not closed-captioned.**

## ---------- PROGRAM RUNDOWN ----------

**STORY** ...SEGMENT...PROGRAM

**CNN NEWSROOM OPEN** ... 01:30... 01:30

**TODAY'S NEWS** ... 00:45...02:15

**Top Story** ... 03:45...06:00
-Protests greet Republicans gathered for the party's convention.
-The GOP will showcase individuals who embody the party's ideals.

**In the Headlines** ... 00:35...06:35
Napster lives---for now.

**DAILY DESK** ... 00:35...07:10

**Environment Desk** ... 01:50...09:00
One Georgia city faces the prospect of no water as a result of the drought.

**Environment Desk Extra: Drought-Stricken Wildlife** ... 02:35...11:35
The current drought in central Florida places many animals at risk.

**WORLDVIEW** ... 00:25...12:00

**Special Series** ... 02:10...14:10
Young people are a vital force around the globe.

**History of Childhood** ... 08:55...23:05
Childhood has not always been fun and games.

**NEWS CHRONICLE** ... 00:55...24:00

**Democracy in America** ... 03:00...27:00
Why do political parties hold conventions?

**CNN NEWSROOM CLOSE** ... 01:00... 28:00

## ---------- CNN NEWSROOM STORIES ----------

**CNN NEWSROOM OPEN**

**TODAY'S NEWS**

**Top Story: Republican Convention**

1. Who were some of the special interest groups represented at the Unity 2000 rally? Why did rally organizers choose to stage their protests in Philadelphia? Why do many in the group "hate" George W. Bush? The faces in the crowd are described as "diverse" in this video. How is the Republican Party attempting to demonstrate its diversity as well at its National Convention?

2. When does the 37th Republican National Convention actually get underway? What kinds of "housekeeping chores" will be the focus of its first few hours? Who are the speakers who will take the podium for the first day's events? Why were each of these individuals chosen to address the delegates?

3. What are special interest groups? How do they attempt to influence public policy? Have students consult their texts and other resources to learn more about special interest groups, who they are, and their impact on the political process. Have students share their findings in class discussion. Discuss how special interest groups represent interests across the political spectrum. In the video we are told that the Unity 2000 rally was staged in the hopes of getting the groups' messages through "to thousands of Republicans" gathered for the convention. Was there any other target market for the demonstrations? Discuss the importance of media coverage to advancement of a political cause. In what other ways do interest groups try to impact the political agenda?

**LINKS:**
http://www.cnn.com/ELECTION/2000/conventions/republican/
http://www.cnn.com/2000/ALLPOLITICS/stories/07/30/convention.wrap/
http://www.psr.keele.ac.uk/parties.htm
http://www.rnc.org/webcast/webcast.htm
http://www.csuchico.edu/~kcfount/index.html

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**EDITOR'S NOTE:**
Republican
George W. Bush
activists
conservatives
reactionaries
mainstream
Philadelphia

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**DAILY DESK**

**Environment Desk: All Dried Up**

1. Locate the U.S. state of Georgia on a map. In what region of the country is this state located? What kind of weather has this region experienced this summer? What is a drought? How is the drought affecting the Heads Creek Reservoir? At this rate, when will the reservoir dry up?

2. What is Griffin's primary water supply? What happened to this source? Discuss the steps the city has taken to try to avert disaster as a result of its lack of water. Does everyone agree with the city's strategies? Explain. What is the next plan city officials will implement if it doesn't rain soon? How could this plan have economic consequences for many? If you were a city official in Griffin, what course of action would you recommend? Why?

3. How might a drought in one region of a country impact students in another? Have students work in groups to consult the first website below for a map that monitors recent drought conditions throughout the U.S. Direct each group to choose one location that is experiencing a drought and conduct research to learn how the drought is impacting the area's environment and economy. Then have members in each group consider whether these effects could impact their lives. For example, if the region produces peanuts, and the drought has adversely affected the crop, what effects might

your students feel? Similarly, if a neighboring state is experiencing a drought and its wildlife's food chain is out of balance as a result, how might wildlife species in your area be affected? How could this affect your students? Discuss.

**LINKS:**
http://www.griffin.peachnet.edu/caes/drought/links/ndmlink.htm
http://www.griffin.peachnet.edu/caes/drought/
http://www.drought.noaa.gov/
http://md.water.usgs.gov/drought/

**Environment Desk Extra: Drought-Stricken Wildlife**

1. Why has the number of animals at the Wildlife Rehabilitation Center of Central Florida recently increased? How is the center helping the rescued animals? In addition to causing dehydration, how is the drought affecting the animals of central Florida?

2. How do you think drought affects an animal's foraging range? Explain. In your opinion, what is the correlation between drought and the number of animal offspring? Do you think the drought in Florida will endanger certain species of animals? If so, which ones? Why?

3. Ask your students to create a list of things that animals need to survive. Be sure to stress that all animals are dependent on water. Then ask students how they think the availability of water might affect an animal's choice of geographical location for its habitat. Group students and have each group:
    1. Select and study two 1 foot by 1 foot squares that are located in two different geographical locations. One square should be within five yards of a water source, and the other square should be at least 50 yards away from the water source.
    2. Mark the perimeters of its observation squares by using eight popsicle sticks (for the corners) and string.
    3. Tally the number and type of animals the group observes over a ten minute period within each of its two squares.
    4. Repeat the observation process over two more consecutive days.
    5. Total the number of species and the number of animals within each species each group observes during the three days.

    Using a bar graph, have each group plot the number of different species and the population of each individual species it observed within each square. Have students compare and contrast their findings. Then, have students draw upon the information presented in the video to hypothesize how the population numbers might change if the water sources dried up. Ask students: How do you think the effects of drought differ for animals on the lower and upper levels of the food chain?

**LINKS:**
http://www.drought.noaa.gov/
http://www.geocities.com/RainForest/Canopy/3119/index.html
http://enso.unl.edu/ndmc/impacts/effects.htm
http://agnews.tamu.edu/drought/

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**EDITOR'S NOTE:**
drought
reservoir
ban
food chain

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**WORLDVIEW**

**Special Series: Youth 2000: Overview**

1. What do the global numbers tell us about the world's youth population? What is significant about these numbers? In what areas are young people a particular force? Why are activists urging everyone to focus on the welfare of young people?

2. Which countries have substantial youth populations? Divide your class into small groups, and have each group select one country to research. Direct each group to the third website below and other resources to determine, by the most current statistics, the percentage of young people (aged 15-24) in their chosen country. Have groups share their findings. Discuss how a substantial youth population could impact the culture, politics and economy of each country.

**LINKS:**
http://www.unfpa.org/modules/6billion/en/index.htm
http://www.unfpa.org/modules/6billion/populationissues/demographic.htm
http://geography.miningco.com/education/geography/gi/dynamic/offsite.htm?site=http://www.census.gov
http://geography.miningco.com/education/geography/msub24.htm

**History of Childhood**

1. How was the life expectancy of children different 200 years ago? In those days, what percentage of children died before reaching adulthood? How were families more indulgent towards their children, even in ancient times?

2. What was life like for children at the turn of the previous millennium? With what hazards did children struggle for their survival during the Agricultural Age? According to historian Linda Pollack, when did the major milestones for children occur? What factors contributed to the decrease in child mortality? Why was the introduction of compulsory education significant?

3. In spite of the advances for children in the Industrial Age, there were new abuses. What were some of these abuses? Why did some cultures hold the belief that children had few, if any, rights?

4. How did the 20th century offer some improvements in the lives of children? Did these improvements benefit all children? Explain. Who was Anne Frank? Of what atrocity was she a victim? Despite the tragedy of her time, she displayed "undying optimism." Do you find this surprising, or do you agree that optimism is a trait of childhood? Explain.

5. What is the Convention on the Rights of the Child? When was it established? How were children's rights treated before the Convention? What needs, wants and wishes of children are universal and timeless?

6. Much of what we know about childhood throughout the ages we have compiled from the history and culture of the times. Have students work in groups to observe how children were regarded by examining art, literature, dress, and history of specific time periods. Have each group share its findings. Focus on the idea of children as "miniature adults," a belief that was held by many people until the last century. Inform students that there was even a "Children's Crusade" in which young children and teenagers were sent off from their homes in Europe to the Middle East to battle for the Holy Land. Discuss how this could have been so widely supported.

7. According to the video, "Children are not only going to carry on the legacies of society, but are going to change them." What is the meaning of this statement? Do you agree? Explain. Give examples to illustrate your position.

8. In the video we hear a brief passage from "The Diary of Anne Frank." Poll students to see how many have read this book and what they thought of it. If they have not read this book, have them read it or "Zlata's Diary," a book that was written by a young girl who witnessed the recent

atrocities in Bosnia. Have each student write an analysis of his/her chosen book. How might these accounts have been different had they been written by adults? How is a young person's perception of tragedy often different from that of an older person? Discuss.

**LINKS:**
http://www.scils.rutgers.edu/special/kay/childhood.html
http://www.goodstuff.prodigy.com/ig/earlych.htm
http://www.socsci.kun.nl/ped/whp/histeduc/links09e.html
http://www.socsci.kun.nl/ped/whp/histeduc/index2.html
http://www.tulane.edu/~rouxbee/child_links.htm

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**EDITOR'S NOTE:**
hunter-gatherers
anthropologist
Bubonic Plague
Industrial Age
Anne Frank

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**NEWS CHRONICLE**

**Democracy in America: Why Conventions?**

1. When was the last time U.S. parties held national conventions where the outcome was in doubt? How is the national party convention of today much like the Electoral College? Since no media actually covers the Electoral College, why does the media cover the party conventions?

2. What opportunities does a televised national convention offer the political party and its candidate? How can a political convention act as a metaphor for a candidate's image and for how that candidate might govern? Do you think national conventions are a good idea for political parties? Do you think they provide any benefits to voters? Explain. Several recent polls have indicated that many television viewers are not interested in watching media coverage of these conventions. Do you think the media should continue to cover these events? Why or why not?

3. A great deal of work goes into preparation for media coverage of political conventions. In addition to the technical aspects of coverage, anchors and reporters must do their "homework" in order to convey relevant information about the party's history and past conventions. Challenge groups of students to take on the roles of CNN anchors and correspondents and prepare for their coverage of the event. Direct groups to conduct research on the history of the Republican Party and its past conventions. Then have groups compile their information into a "Historical Guide to the 2000 Republican National Convention." Have the class edit and copy its guide and present copies to other social studies classes who are following this convention.

   **EXTENSION:** Have each student assume the role of a CNN anchor and write an introduction to a news story on the first day of the GOP Convention, based on the information compiled in the class "guide."

**LINKS:**
http://www.cnn.com/ELECTION/2000/
http://americanhistory.about.com/homework/americanhistory/library/weekly/blrepcon.htm?iam=dpile&te
http://www.chicagohs.org/history/politics/1912.html

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**EDITOR'S NOTE:**
infomercials
metaphor
GOP (Grand Old Party)

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